DOCUMENT RESUME

ED 113 668 CG 010 173

AUTHOR Wentworth, Robert A.
TITLE High School Guidance Counselors' Correspondence Course Manual: How to Use Correspondence Courses to Supplement High School Classes.
INSTITUTION Massachusetts State Dept. of Education, Boston. Bureau of Adult Education and Extended Services.
PUB DATE Oct 74
NOTE 72p.

EDRS PRICE MF-$0.76 HC-$3.32 Plus Postage
DESCRIPTORS *Correspondence Courses; *Counselor Functions; *Course Objectives; *Guidance Counseling; *Manuals; Secondary Education; Student Needs; Supplementary Education

ABSTRACT

This manual describes 20 correspondence courses which supplement regular school offerings and are administered through high school guidance counselors. More than two-thirds of these carry high school credit. The courses are available not only to students needing to fulfill credit requirements, but also to those who: (1) need courses not taught in their own schools, (2) are homebound, (3) have schedule conflicts, or (4) have difficulties with particular learning situations at school. Currently 150 Massachusetts communities are participating in this state-wide program which permits a guidance counselor in each participating high school to serve as liaison between students and programs. Sample pages from each of the 20 correspondence course study guides are included. (CKJ)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED113668

Massachusetts Department of Education
Bureau of Adult Services
182 Tremont Street
Boston, Massachusetts 02111

HIGH SCHOOL GUIDANCE COUNSELORS' CORRESPONDENCE COURSE MANUAL

How to Use Correspondence Courses to Supplement High School Classes

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY
Massachusetts Dept. of Ed
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

CG 010 172

Copyright (c) by the Commonwealth of Massachusetts
All rights reserved
October 1974

Correspondence Instruction
Bureau of Adult Services
182 Tremont Street
Boston, Massachusetts 02111
Telephone (617) 727-5784

Robert B. Wentworth B.S., Ed.M., M.S.
Senior Supervisor

"The relative utility (of class instruction versus correspondence instruction) .... when this utility is measured through final examination: there are no differences that amount to anything."

(Conclusions of an exhaustive study at the University of Oregon in which data from 91 comparative studies of teaching methods, published over a period of 40 years, were examined.)

HIGH SCHOOL GUIDANCE COUNSELORS' CORRESPONDENCE COURSE MANUAL

How to Use Correspondence Courses to Supplement High School Classes

1. What is a correspondence course? 1

2. Our correspondence courses - some useful comparisons 3

3. Typical needs situations - correspondence courses to the rescue 5

4. Model correspondence course sequences - 40 high school courses 7

5. Typical students who enroll in correspondence courses 9

6. Our correspondence course faculty - the objective and the subjective views 13

7. The guidance counselor administers the correspondence course program locally 17

   -- counseling by the guidance counselor 17

   -- the student applies for a course - decisions to be made 18

   -- supervised study 18

   -- proctoring examinations 19

   -- your tools 20

APPENDIX

   a. Sample pages from 20 correspondence course study guides 22

   b. Why Correspondence Courses? - Article prepared for Massachusetts Association of School Committees Journal 64

   c. Correspondence Courses - a Proven Supplement to High School Class Courses - Article prepared for Massachusetts Association of School Superintendents Inc. Newsletter 66

   d. The Varied Needs for Correspondence Courses - Article prepared for Secondary School Principals Association Bugle 68

What is a Correspondence Course?

(This chapter originally appeared as the Introduction to the correspondence course Preparation for Retirement.)

What is a correspondence course? Primarily, it is a learning experience involving considerable written communication between teacher and student. It can be even more rewarding than a class. "I got more out of this correspondence course than from most class courses I've had" is a comment we've heard many times. In a class the few may "carry the ball" for the many. In a correspondence course, each student, if he participates at all, participates completely (does the whole lesson). He also has the full attention of his teacher without competing with other students.

In a correspondence course it's easy to "put your best foot forward." To a large extent you choose your own working conditions; you also study when you are best able to "put your mind to it." If your lesson report (the written homework) doesn't satisfy you, you may withhold it for improvements, possibly changes suggested by your instructor in his/her comments on the previous lesson.

Usually a correspondence course has one or more printed texts and a mimeographed study guide. The text(s) is used in much the same way it would be in class. The study guide represents the living teacher. It is the gist of what a teacher would say in class if there were a class. In a class a teacher might explain a point several different ways until he found the best way to help students to learn. In a correspondence course we try to start with the best way, having done our experimenting while the guide is being written. Yes, the study guide is a substantial document which has been written with great care. It is a teaching document directed to the individual student working on his own.

What is the best way to use a study guide? The answer varies with the course and with the individual. In general, the commentary or instructor's message in each lesson is an excellent preview of the lesson. Read it first, although you may not understand it fully until you have studied further.

Often this commentary is also an excellent review which is helpful as you start to prepare your lesson report to be submitted to the instructor. You may find it worthwhile to review the "message" in the last lesson just before you start the next lesson. In this way you discover how the two lessons "fit together" -- if they do. In any case, you'll review the commentary in each lesson as you prepare for the supervised final examination. (The final examination is required in all credit courses and in some non-credit courses.)

Many times a study guide may contain useful facts and/or ideas not mentioned in the text. The commentary may highlight what the text has to say, reinforce it or, on the contrary, challenge it or ask you to challenge it. Yes, the study guide is very much to be studied!

In a few courses the study guide is to be studied with the text at the same time. The guide might say, "Now look at page 97, paragraph 2. Notice that the unknown quantity is ...." We mention this and the above examples to show you how very versatile a study guide can be and how much it is like one teacher talking to one student at one time!

You are not expected to complete the LESSON REPORT (homework) at a single sitting. It is the last step in the preparation of a lesson which may have taken ten hours of your time (especially if you are taking a credit course). Take whatever time you need to do the work to the best of your ability.

Sometimes certain homework questions pertain specifically to certain pages in the study requirement. You may even be told to study so far and then to do specific questions before studying further. More often, the questions refer to the entire lesson, although some questions may depend partly on detail at a particular point in the text.

The best advice is often very simple. In this case it is:

(a) Use How to Study a Correspondence Course (provided with each course). It contains a great deal of specific help.

(b) Read the LESSON REPORT questions carefully. If you are asked to discuss, it is not enough to merely list facts. How are the facts important?

What will your teacher do for you? Teaching first takes place in the study guide. Additional teaching takes place in the personalized comments which are added to your LESSON REPORT. Your teacher is expected to do more than correct mistakes, more than arrive at a grade accompanied by a polite "excellent." The "something more" consists of teaching comments -- phrases and short sentences here and there and often a summary comment at the end. This is done so well most of the time that students (in their confidential evaluation reports) often state that "I feel that we know each other rather well now," or "here's a person I'd like to meet." "I never could have learned this subject without him/her," or words to that effect.

We also ask our teachers to return all papers within a week of the date received. Since your lesson goes from you to the office to the instructor for grading, then back to the office and then to you -- you should allow about two weeks for the return of your lesson. However, sometimes the mails are slow, and it may take a bit longer. Meanwhile, you may be working on the next lesson. Ideally, it's best not to mail it until you see if there are comments on the previous lesson which would help you to improve your most recent lesson.

That is the picture. The next move is yours! You will learn what you are taught, but you will also learn what you discover for yourself.

Sincerely,

Robert B Wentworth

Robert B. Wentworth
Educational Specialist
Correspondence Instruction

Our Correspondence Courses - Some Useful Comparisons

Some two-thirds (40 or more) of the courses offered carry high school credit. Several of the non-credit courses might be used for independent study credit. The academic areas covered are: art, automotive, business, civil service and license preparation, engineering, English, languages, mathematics, science and social sciences.

In general, the courses are sufficient in number and variety to provide a complete 4-year sequence for both the college preparatory and the general student (including a few business courses). See the model sequences of courses which follow.

How does a correspondence course compare with a class course? The question is often asked. An exhaustive study at the University of Oregon (in which data from 91 comparative studies of teaching methods, published over a period of 40 years, were examined) concludes that "the evidence for this analysis conclusively demonstrates that differences among teaching methods occur only rarely as measured by final examination -- the relative utility (of class instruction versus correspondence instruction) -- when this utility is measured through final examination: there are no differences that amount to anything."

But how does the quality of our correspondence courses compare with those offered by other educational institutions across the nation? Very well. For a small organization (57 correspondence courses as against 450 at the University of Wisconsin) we have gathered our share of kudos. The National University Extension Association has three times honored us with a top award for academic excellence. In addition four major state universities have purchased the reproduction rights to one or more study guides.

What do we mean by a quality course? The study guide is a teaching document. It must teach exceedingly well because there is no second chance (as there is in the classroom where the teacher may explain the same point several times over). It does this by being student-oriented, clear, concise, informative and to the point. It tries hard to be interested (in people) and interesting (to people). Often also it is imaginative, thought-provoking and stimulating. Much of the homework calls for some kind of student judgment or the making of choices, perhaps even the viewing of a situation from another point of view.

A quality course cannot be done quickly nor can the homework answers be found merely by looking them up in the book. It is not easier than a class course. For a further glimpse of our courses, see the sample pages from study guides in the Appendix.

Who is qualified to write a quality course? Sometimes the instructor is encouraged to write his own course under the supervision of the professional staff. Sometimes another teacher (one who writes or explains particularly well) prepares the study guide under supervision. In a few instances a course has been prepared by the professional staff alone. In any case, as a standard procedure, each manuscript is scrutinized by the author, by a teacher or expert in the field other than the author, and by one or more members of the professional staff.

Other sources of correspondence courses. Sixty other members of the National University Extension Association offer correspondence courses. Thirty five of these other members offer high school credit courses. Several midwestern universities are particularly noted for the quality and the diversity of their high school subjects. If a course is not available locally, write the Director of Independent Study at the University of Nebraska, Lincoln, Nebraska 68508; the University of Wisconsin, Madison, Wisconsin 53706; the University of Missouri, Columbia, Missouri 65201; or the University of Kansas, Lawrence, Kansas 66044. Tuition rates are somewhat higher than locally, but the quality is there.

For a complete listing of correspondence courses (college credit, high school credit, non-credit) available from regionally accredited colleges and universities, see Guide to Independent Study through Correspondence Instruction published every other year by the National University Extension Association, Suite 360, One Dupont Circle, Washington, D.C. 20036. Price for 1973-75 edition: $1.00.

The courses offered by NUEA members (mostly state colleges or universities, some private colleges, some church-related colleges, a few government agencies) are produced on a non-profit basis and are primarily academic in content. In contrast, there are the so-called "private" (or commercial) home study schools which are operated for profit and which are primarly vocational. These schools do not provide for supervised final examinations and credit is not awarded for the completion of the course.

Hundreds of "private"home study schools exist, but the 1974 Directory of Accredited Private Home Study Schools lists only 159 approved schools. (A few years ago there were less than 100 on the list.) Among the accredited schools are such well-known schools as International Correspondence Schools of Scranton Pa. and LaSalle Extension University of Chicago, Illinois.

In evaluating a commercial school, consider not only the competence of the faculty, the educational soundness of the courses, and the financial strength of the school, but also the school's record for successful placement of students, its reputation for truthful advertising, and its sales techniques. (Does it use high pressure methods? Does it accept any student regardless of ability? Does it use phony admission tests?)

Often a school may have educationally sound courses, but its advertising and sales techniques may be deceptive. Recent newspaper investigations have exposed flagrant abuses. Stricter regulations by government agencies and improved accreditation procedures are likely to result.

Typical Needs Situations: Correspondence Courses to the Rescue

"I don't have a thing to wear," the lady of the house said as she looked at a closet full of "separates".

"Spare parts don't always make an auto," the garage mechanic moaned as he found he needed another X37.

Most of your students fit nicely into the course schedule. But what about the few who don't? For example:

-- Ronald Smith expects to be a doctor. He wants to study Latin so he can write prescriptions his patients won't understand. Your school doesn't have a Latin instructor. We have a very good one.

A few students are bound to have schedule conflicts. A correspondence course may be the way out of the dilemma. Now Roscoe, the football hero, can study Food and Nutrition, even in secret if he so desires.

-- Mary Jane can't manage a fifth class every day, but perhaps she can handle a correspondence course in which she is in a "class by herself." The class meets whenever convenient.

-- Thomas James didn't do well in English; he needs to do English XI over again. Wouldn't he be better off with an entirely different English XI which he could study at his own pace? (Miss Jones is a great teacher, but somehow she and TJ just don't get along with each other.)

Can a student who fails in the classroom pass a correspondence course? Yes, give him a chance! He may do better studying on his own because he is working for himself and not for a teacher. Perhaps he is too self-conscious to answer questions in class. He may prefer to compete only with himself, not with others.

-- Elizabeth is homebound. She could "make arrangements" with each of her teachers, but the courses aren't set up to operate that way. Correspondence courses offer a complete package with plenty of teaching help.

-- Sally has an IQ as high as a kite. For her we recommend the correspondence course Bible Background for Modern Literature (½ HSU) as an English extra. Then she could take The Facts of Death, a non-credit course. (Local schools may award credit for non-credit courses.)

-- Jonathan dropped out in the second half of the junior year. Now he realizes that life on the street isn't very rewarding after all! Can he start the senior year with his classmates? Yes, meanwhile making up the missing credits by enrolling in Part 2 of correspondence courses in each subject he studied in the junior year.

-- Roger X is the number 2 man in a rock and roll band scheduled to tour the country for a year. He's 16, but has finished only two years of high school. His two companions are high school graduates who value their diplomas. They need Roger X, but they don't want him to miss school. The solution? Roger X should get his guidance counselor to approve 4 correspondence courses which represent the subjects he would have studied if he stayed in school. The other bandsmen will "see that he does his homework." A year later he'll be happy to rejoin his classmates for the senior year.

BY NOW YOU DOUBTLESS GET THE IDEA THAT correspondence courses are not intended to compete with class courses at your school but to supplement them as needed in individual cases.

High school students in nearly 150 communities are currently counting one or more correspondence courses toward a local high school diploma. Are your students "part of the action?" All applications will be accepted provided they are approved in writing by a guidance counselor and accompanied by the modest tuition fee (less than cost), or a statement that the school is to be billed.

Keep in mind that some of the 40 high school credit correspondence courses are intended for the general student; others are suitable only for the college preparatory student. In English, for example, there are parallel sequences with four courses in each sequence.

Model Correspondence Course Sequences

All of the courses listed below are available as correspondence courses. Any high school student may enroll in any one of these courses if his application for the course is approved by a guidance counselor. Students seeking a local high school diploma usually complete in the classroom at least 12 of the 16 high school units required for graduation. The decision as to how many correspondence courses and which correspondence courses a given student should undertake is made at the local high school.

The model schedules below indicate possible combinations of correspondence courses. It should NOT be inferred that courses ought to be undertaken in the order shown.

College Preparatory Students - grades 9-12 inclusive

Grade 9

-- English IX
-- Algebra I
-- Choice of
  - French I
  - Spanish I
  - German I
-- Biology

Grade 10

-- English X
-- Geometry
-- Choice of
  - French II
  - Spanish II
  - German II
-- World History

Grade 11

-- English XI, College Preparatory
-- Algebra II
-- American History
-- Chemistry

Grade 12

-- English XII, College Preparatory
-- Black History: Protest & Achievement (½ HSU)
-- Bible Background for Modern Literature (½ HSU)
-- Practical Economics (½ HSU)
-- Consumer Economics (½ HSU)
-- Earth Science

Model Correspondence Course Sequences

General Students - grades 9-12 inclusive

Grade 9

-- English for Everyone

-- Choice of
General Mathematics
Business Mathematics

-- Modern Health

-- Basic Drawing Techniques (½ HSU)

-- Typewriting (½ HSU)

Grade 10

-- Improvement of Reading Skills
-- Bookkeeping
-- Gregg Shorthand
-- World History

Grade 11

-- English XI, General
-- American History, General

-- Business Law (½ HSU)

-- Small Business Management (½ HSU)

-- Foods and Nutrition (½ HSU)
-- Business Communications (½ HSU)

Grade 12

-- English XII, General

-- Black History: Protest & Achievement (½ HSU)
-- Consumer Economics (½ HSU)

-- Interior Design
-- Earth Science

Additional electives:
Latin I, II; Automotive Engines (½ HSU); Automotive Chassis (½ HSU).

Certain non-credit courses may be counted as Independent Study credit if the school so desires.

Typical Students Who Enroll in Correspondence Courses

Is there a typical high school student who is interested in correspondence courses? Probably not; we haven't been able to find him. The more self-motivated, the more intellectually curious the student, the more likely he is to profit from correspondence courses. On the other hand, a school often needs correspondence courses most of all for its marginal students - those who must repeat a course already failed. (Some of our courses have been developed with the reluctant reader in mind).

Correspondence courses also attract the student who, for one reason or another, is unable or unwilling to attend classes. Here there is a considerable range of intellectual ability as well as much variation in motivation.

Some high school students participate in a single course only ("I need just one more unit"), but it is not unusual for a student to take up to six high school units by correspondence. (Typical example: a young woman who married and had a child during the second semester of the junior year.)

Some student information may be obtained from the application blank, but more personal data are found on the Personal Information for Your Instructor form which students are invited to submit with the first lesson. Perhaps it will help to take a look at a cross-section of individual students. Some are high school students, others are adults with varied interests. (Note that the same course will serve individuals of quite different backgrounds.)

Consider the young lobsterman, now employed full-time, who will graduate with his class when he finishes English XII.....An energetic youngster, who is both a boutique saleslady and an accomplished horsewoman, is doing rather well in her English course....A charming damsel telephoned from the wilds of Vermont to see if she passed senior English. She earned a good fat B...A brilliant young lady with a 140 IQ doesn't go to school with her classmates; she's taking two English courses at once...

A certain retired policeman was a high school dropout years ago; he was the first to complete the High School Equivalency Preparation course, take the G.E.D. tests, and receive his high school equivalency certificate. He did it in record time, too.....Such diverse individuals as a high official in the Department of Education and a letter carrier in the western part of the state have enrolled in Real Estate Brokers' Preparation. It's something worthwhile to do in retirement.

A building custodian enrolled in Basic Drawing Techniques, hoping that he might someday return to Ireland and sketch "the wonderful scenery where I was born. I thought so little of (it) when growing up there."....A priest, under vows of silence, also studies the same course. Along with his regular assignments, he sends a little social commentary. We are more than pleased with his cartoon showing a fellow priest scrubbing the floor as another priest interrupts with this message: "It's from Rome. They want to know what we are doing to develop our human potential."

Several inmates in state correctional institutions have enrolled in Interior Design to add color to their rooms. Some inmates are also involved in Foods and Nutrition. It could get them a job in the kitchen where food is more plentiful.

Among the "crew" in Small Boat Handling is a man who rose from office boy to vice president of a major credit-rating corporation. Over the years he won many national sales contests as well as prizes for rose-growing and distinguished himself as an amateur painter.....An Air Force flying colonel in Berlin who "plays the semiclassical guitar quite well," sells real estate, and builds furniture, contemplates resettling in Portugal where "sail boating and small business will be combined." A Small Boat Handling student, of course.

"Much of my education since high school has been through extension classes and correspondence courses," writes a sergeant of security guards who learned to preach and assist a minister. An avid bicycle rider and sightseer, he is planning ahead by taking Small Business Management....Also in the same course: a state official with a master's degree. He wants to learn enough about small business to start his own private enterprise some day.

A general clerk is studying Bookkeeping to get in line for a promotion. Meanwhile, she has quit smoking, learned to sew, cared for a husband and four children, and run the clerical pool. Some day she hopes to be an office manager.

A young grocery clerk is studying Business Law as part of his preparation to become a police officer. Already he is married and has an infant son. Other achievements: pitching a no-hit, no-run game, catching a 16 inch brook trout, and obeying the law so well that he doesn't even have a parking ticket. (Any over-due library books?)...A "full-time housewife" finds that much of her time is devoted to taking care of the dogs. She professes no specific educational goals, but "wants to take various subjects." She started with You and the Law, a course for everyone. ...Among the most faithful students of any law course are X number of inmates who are eager to learn about their rights and responsibilities.

A Western Electric quality appraiser (checks equipment for mechanical and electrical defects) is already the proud possessor of a state high school equivalency certificate. Now he is studying Business Mathematics as background for future undergraduate study in business administration. ....A high school student in Business Mathematics still remembers proudly that in the second grade he was the only one who could spell Santa Claus!

An ornamental designer enrolled in Algebra because "there are a lot of holes in my math." His interests are many; he patented a "child-deterring bottle cap", designed a few war memorials, did flagstone layouts for flower shows, and served as cartoonist for a Holy Name newspaper.

One of the first to work at Los Alamos on the atomic bomb, GCN undertook our correspondence course in Basic Television. He's a division supervisor in the invention reports division of a private corporation. Among his hobbies and voluntary activities he lists: "golf, teaching Sunday School, working at science fairs, and putting together color TV kits."

Her boss is a chemical engineer, but she likes to write. Wisely she enrolled in Bionics "to spark my creativity and to prepare for my retirement...the more I learn the more I'll have to write about."

"I don't have much free time, but the time I do have I spend with pretty girls," according to one high school student who is carrying a full load in high school, attending evening school three nights a week, and studying his correspondence course in Modern Health.

A repentant dropout, now employed in loading bread trucks, decided to keep his job and complete his junior year by correspondence. He'll return to high school for the senior year. His first home study course was Earth Science, not an easy subject.

An internal auditor for a Colorado public service company is determined to "learn enough French to help my girl with her French and, if possible, read a French menu." A college graduate, he states that "initially learning anything is painful but after a while the pain becomes less."

A teenager with some previous knowledge of the language enrolled in Spanish I to "improve my Spanish." Already he has done well in skiing, football, mountain climbing, swimming, senior life saving and the Boy Scouts.....A middle-aged sheet metal worker has Spanish-speaking friends and enjoys listening to short wave radio. This led him to enroll in Spanish I.

In American History we have a former staff sergeant (he served in Germany) who is a driver for United Parcel Service. This prize-winning history course (top national honors-1968) attracts many high school students. One plays the viola in the Greater Boston Youth Symphony Orchestra and has received a national award in Latin. Another, a resident of Maine, still recalls with pride "passing first grade ballet exam with honors" and "winning an argument with my World History teacher." She likes "music, reading and most anything outdoors."

A salesman for a casket manufacturer is interested in more than caskets. A retired Wisconsin citizen, he enrolled in The Facts of Death because he is "hopeful that this training will help me to serve others facing the crisis of death." RCP has already served as senior warden of his lodge and president of the trustees for his church. His other interests include bird watching, tending the lawn and shrubs, and house painting.

Another student of The Facts of Death is a Roman Catholic priest who states, "I wish to be able to speak with more assurance about death, give spiritual comfort, give secular advice and learn what people think and say about death." ....Another Death student is a registered nurse who wants to "feel more comfortable with people facing death."....Although the course attracts many professionals, it was written for the average layman. Laymen have been happy with it too, once they realize that it isn't a depressing subject.

Who is the typical student? Perhaps it is any of these we have already met.

Does the typical high school student who undertakes a correspondence course actually finish it? (Do class students always finish?) Some never start, others do a few lessons only, but many high school students do finish. They need the credit. They are more likely to finish, or tend to finish sooner than otherwise, if they are given some supervision by their guidance counselor or by a teacher.

How do the students who finish differ from those who do not? The difference is mostly a character difference. Both groups have other courses, home responsibilities, part-time job responsibilities, possible interruptions due to illness etc. But those who finish have greater motivation, better self-discipline and perhaps, in some cases, better supervision.

Those who finish may or may not be the brighter students, but seldom does a student drop out because he is unable to do the work. The guidance counselor helps the student to find the right course. If the original choice proves to be inappropriate, the instructor will recommend changing to another course, possibly even a non-credit course.

Our Correspondence Course Faculty - The Objective and the Subjective Views

We see our faculty in terms of the kind of people they are, their educational background, their present or former positions (if retired), and the work they are doing for us now. Our students see the faculty quite differently -- but, on the whole, rather favorably. We will examine both viewpoints now.

Many of our faculty are high school teachers in service at some of the leading public and private schools in the Greater Boston area. A few are retired teachers; a few have appropriate specialties outside the classroom. We have picked "the cream of the crop" (about 45 in all); we have not taken the entire faculty of a single school.

Nearly all the faculty have a bachelor's degree, 30% have two college degrees, and 56% have a master's degree or beyond. (Note: A bachelor's degree isn't required for a course such as Building Custodians' Preparation.) Nineteen different colleges are represented in the bachelor's degrees earned by the faculty; 14 different colleges are represented by the master's degrees earned.

Considering all degrees earned, local colleges and non-local colleges are represented about equally. Among the colleges included are such distinguished institutions as Harvard and Yale.

There is a good balance between men and women instructors and an age range from the young instructor to the retired department chairman.

More important than faculty statistics is the attitude of the faculty. One comment is typical: "My teaching of that course has been one of the most interesting experiences of my life and I do want it to go on!"

Another view of our faculty is that seen by our students. Students, on the whole, think very highly of the faculty, but a few exceptions are noted on the student evaluation reports.

Each student who completes a course is given an opportunity to submit a 5-page evaluation report on the study guide, the textbook, organization of the course, amount of work required, value of the lessons, and the instructor. Below are excerpts from 100 reports chosen at random (variety of courses; differing levels of academic ability represented.) All of the comments chosen pertain to teaching.

J. Opportunity for Discussion

K. Help Provided by the Instructor

L. Attitude of Instructor

M. Grading Practices

J. OPPORTUNITY FOR DISCUSSION

48 1. Both the course and the instructor encourage the asking of questions. An interchange of questions and answers is expected.

46 2. The instructor is willing to answer individual questions, but the assignments can be completed successfully without developing a personal relationship between instructor and student.

4 3. There is no opportunity for individual questions and answers.

2 blanks
Total 100

Some of the more interesting comments on J:

"I asked some questions but not too many, but I was encouraged to ask more."

"I had a few problems. I wished the instructor had gone into more detail (on them). I think he assumed I knew more than I did." (math course)

"It was good exchanging questions and answers. (It) seemed personal and friendly."

"I owe a great deal to the instructor's advice and close cooperation."

"Instructor bends over backwards to help."

"I found the teacher very impersonal and seemingly uninterested."

"I often could not read the instructor's writing."

K. HELP PROVIDED BY THE INSTRUCTOR

2 1. The instructor merely grades the papers, marking each question either correct or incorrect.

24 2. The instructor points out mistakes, briefly indicating which word, phrase, method or solution should be used.

74 3. The instructor is generous with his teaching comments. He makes many helpful suggestions, often writing summarizing comments at the end of each lesson. He provides a personal touch, often including sincere words of encouragement.

Total 100

Some of the more interesting comments on K:

"My instructor was of more help than the text." (math course)

"Without the instructor's personal touch, I would not have completed the course."

"I cannot praise my instructor enough!"

"He keeps up my interest in the course. It was fun sending in assignments and waiting to see the instructor's comments."

"Miss _____ provides sparkling comments and criticisms that suggest those of a greater educator."

"Very fortunate to have excellent instructor. I believe that I know much more of subject (now), but lack good writing ability."

"I would like to point out that the instructor in this course is one of the best I've had of all the courses I've taken." (A high school graduate who has taken three correspondence courses)

"Extremely helpful instructor with sincere interest directed to me."

"He's always there."

"Provides personal touch. I had the feeling she was there if I needed her."

"Very few comments -- an occasional 'good answer', etc."

L. ATTITUDE OF INSTRUCTOR

86 1. The instructor welcomes different points of view.

5 2. The instructor insists he is always right.

no answer 9

Total 100

Some of the more interesting comments on L are shown on the next page.

Some of the more interesting comments on L:

"The instructor insists he is right and explains why." (law course)

"They always accepted my point of view but expected me to see their viewpoint." (Two study guide authors)

"The instructor was always ready to look over a new way of doing things."

"Originality was accepted and encouraged."

"Mr._____ is a wonderful instructor -- Would like to meet him."

"My instructor knows me as a personal friend in correspondence now that I have finished (the course). A fine teacher with great leadership qualities."

"The instructor seemed indifferent" (but student was pleased with text and study guide).

"The instructor really didn't seem to care."

M. GRADING PRACTICES

84 1. The instructor is very fair in his grading; it is clear how he arrived at each grade given.

13 2. Sometimes the instructor is more strict than at other times. It is not always clear how he arrived at a given grade.

3 3. The instructor's grading practices are frequently annoying.
Total 100

Some of the more interesting comments on M:

"Sometimes I feel that he overgraded me, i.e., gave me an A when I think I deserved a B. But who's complaining!"

"Each of my mistakes was clearly pointed out to me."

"I learned more from this course than from most of my class courses."

"I felt that the instructor did what she thought was right in grading each lesson."

"It was not quite clear how grades are arrived at, but I am sure that they are fair."

The Guidance Counselor Administers the Correspondence Course Program Locally

Counseling by the guidance counselor

As you counsel a student about courses, consider correspondence courses as one of several alternatives. If a student has failed a course, but is capable of moving ahead with his class, a correspondence course in the subject failed may be the preferred solution. "On his own," the student may succeed where he did not do so in class. He deserves the chance to try! He repeats the subject, but not in the same format, not with the same teacher, and not with the stigma of being the older "flunker" in a class of younger students. Furthermore, he is carrying an extra load but without extra daily pressures; he may set a variable time schedule for the correspondence course.

It is a mistake, however, to think of the correspondence course as merely a solution for the marginal student. Correspondence courses are even more appropriate for the above-average and gifted student. Ideally, every college preparatory student should take at least 1 HSU by correspondence since independent study of a high school course bridges the gap between high school and the less structured college way of life. The above-average student may wish to enrich his/her program with a course not included in the regular curriculum. Perhaps this will be a non-credit correspondence course for which the local high school will award credit as independent study. Furthermore, some students are willing to work toward early graduation by taking extra courses on the side. It is often more convenient to take the extra courses by correspondence than in class, especially since the course need not end on a specific date.

You may have the opportunity to counsel a few repentant dropouts. If your advisee is over age 18 (and his/her class has graduated from high school), he/she may take the battery of five General Educational Development (GED) tests which lead to the state high school equivalency certificate. The certificate is the legal equivalent of a high school diploma and is generally recognized for college admission and employment purposes.

We offer a correspondence course -- High School Equivalency Preparation -- which prepares for the GED tests. It provides training in (a) basic English grammar, (b) the fundamentals of arithmetic, (c) reading comprehension, and (d) how to take the GED tests. (The tests in literature, science, and the social sciences are reading comprehension tests; a background in these areas is not required.)

Be sure to remind the repentant dropout that he probably knows more than he realizes. His greater maturity, his years of work experience, and his awareness of specific goals give him an edge over the typical high school student.

For information about the equivalency correspondence course (or any correspondence course), write to Correspondence Instruction, Bureau of Adult Services, 182 Tremont Street, Boston, MA 02111 or telephone (617) 727-5784.

To arrange about taking the GED tests or for detailed information about the high school equivalency program, write to the High School Equivalency Office, 182 Tremont Street, Boston, MA 02111 or telephone (617) 727-5778.

The student applies for a course - decisions to be made

Applying for a correspondence course is an easy matter, but there are three points to keep in mind concerning the application.

(a) What mailing address should be shown on the student's application? While there is nothing wrong about using the student's home address, there is a considerable advantage in having corrected lessons returned to the student in care of the Guidance Office. In this way the counselor knows that a lesson has been completed and knows the student's grade. Counseling may or may not take place as a result of this knowledge. If papers are returned directly to the student's home, the student may inform his counselor that he is "getting along all right" when, in fact, he hasn't submitted a lesson for six months. (To a student, all right may mean "not in trouble.")

(b) Who will pay for the course? Unless your student is a war veteran, there is a modest tuition fee plus the cost of books (unless books can be loaned by the school). Sometimes these fees are paid by the school. If the student is handicapped or home-bound, there is an obligation to provide education at public expense. The cost to the community will be reimbursed in part by the state. If a student has completed Latin I in class with the understanding that he may enroll in Latin II and suddenly there is no Latin teacher, perhaps there is at least a moral obligation to pay for Latin II if the student wishes to take the course by correspondence. If the school is to pay for tuition and/or books, please submit (preferably with the application) a letter indicating this fact and the billing procedure desired.

Nearly 150 high schools use our correspondence courses. In the majority of cases the parents are willing to pay tuition and book fees; on the whole, they have found the courses to be a worthwhile investment.

(c) Your signature on the application is important. It indicates that you believe that the course applied for is appropriate for the applicant and that the high school will accept transfer credit when it has been earned. The approved application will be accepted unless, of course, the subject has been discontinued or withdrawn temporarily for lack of materials.

The state does not impose its program on any school; we offer it to those who wish it. Nor do we wish to lure away any student, even for a single course. His/her first obligation is to the local high school, but our courses may be regarded as part of the local high school curriculum. The decision is up to the school. We'll gladly discuss courses with any student, but we will not accept an enrollment without the guidance counselor's signature.

Supervised study. A school is not obligated to provide supervised study for a correspondence student, but often it may be advisable to do so. Much depends upon how much self-discipline and drive a given student possesses. "I need the

credit to graduate" is often an incentive, but perhaps not sufficient incentive for a student who has never lived by his own plans. Classes make daily demands; correspondence courses make no such demands and may be easily overlooked for months at a time.

If x number of students are taking as many different correspondence courses, perhaps they could be assigned to a study hall at least once or twice a week. Someone should see that they work on the course, not on something else. Perhaps also the student should notify his guidance counselor whenever a lesson is submitted.

If several students are studying the same course, starting at about the same time, a slightly different kind of supervision might be used. A small amount of classroom teaching might be included. In some cases it would be possible for the correspondence instructor to meet his/her students. Sometimes general guidance rather than the teaching of content is the greater need. Any teacher, even a teacher's aide, could point out that a list of points is not a discussion and advise the student to rethink the question.

In short, supervised study can be provided at no expense to the school. It may involve some teaching, but general guidance and encouragement are even more important.

Proctoring examinations. Every correspondence course for high school credit must be completed with a supervised final examination. (The lesson average and the final examination grade count equally in determining the final grade for the course.) Some students choose to take their examinations in our Boston test room (100 Arlington Street, Boston) on Saturday mornings. Most high school students, however, will choose to take their examination at their local high school.

It is the student's responsibility to find someone to proctor his examination and arrange for the time (if he does not use the Boston test room). Usually the guidance counselor is asked, and we are notified accordingly. The test is sent to the designated proctor in a sealed envelope within the mailing envelope.

Once in a while you may be asked to proctor an examination for someone who is neither a high school student nor a former local student. Example: a taxpayer who moved to your town after leaving school.

It is important that the examination be given under the same conditions that class examinations are given. It is possible (but not probable) for a student to cheat his way through the lessons, but he cannot lean on others during a supervised examination. He must have both a passing or better lesson average and a passing or better examination grade to receive credit for the course.

Our examinations are scheduled for three hours, although instructors are requested to prepare examinations equivalent to a two-hour class examination. The bonus hour recognizes the fact that correspondence students may not be used to working under the time restrictions which are customary in the classroom. While no one should be compelled to utilize the full three hours, students should be encouraged to spend at least two hours on the examination and to read over their work carefully before turning it in.

No fees are paid for proctoring examinations. We appreciate your courtesy in performing this service (and we ask our students to say "thank you"). In return we offer you all the service that we can in providing educational opportunities for your students.

Note: When a student completes a course satisfactorily (passing or better lesson average plus passing or better examination grade), we

(a) send a certificate (5 1/1 x 8 1/2) directly to the student. The certificate shows the name of the course, credit earned, and final grade.

(b) send an official transcript to the high school. An unofficial carbon copy is sent to the student.

(c) invite the student to complete a 5-page evaluation questionnaire pertaining to the course and the instructor. This may be done anonymously.

Your tools. As you match up students and courses, certain specialized tools are available to you.

(a) This manual. This is your guide book; it provides information and ideas not previously available in one place. Note especially the sample pages from various study guides.

(b) The correspondence course catalog (issued at intervals of 3 to 4 years.) The catalog is available in quantity. It contains considerable general information about correspondence courses (advantages, study guide, authors and faculty, how to study, etc.), administrative detail such as credit, grades, supervised examinations, certificates, etc. as well as course descriptions. Two application blanks are included in the centerfold of each catalog.

Unlike most catalogs, this catalog contains descriptions which not only inform, but also make the course sound interesting. The description isn't just for the record, it has a "selling" job to do!

(c) Flyers (8½" x 11") for each course are also available. A flyer usually includes a more complete course description than the catalog. It is useful for the person who knows "for sure" exactly what course he wants, but wants to know more about it. Flyers have a distinctive letterhead and are suitable for posting on the bulletin board.

(d) Application blanks. Separate application blanks (in addition to those within each copy of the catalog) are available in quantity. Please note that the guidance counselor must sign at the bottom of the front side of the application blank.

(e) Guide to Independent Study through Correspondence Instruction published by the National University Extension Association. (every other year). $1.00. Useful but not required. This Guide lists all the subject areas (not course names) covered by the 61 members of NUEA who offer correspondence courses. Thirty-six members offer high school credit courses. (If you don't have the Guide but want a quick answer, call Correspondence Instruction, Massachusetts Department of Education. The phone number is (617) 727-5784.)

(f) How to Study a Correspondence Course is every student's how-to-do-it book. It is furnished automatically whenever a student enrolls in a course. Unfortunately, those who need it most are least likely to use it. If a counselor or teacher has read the booklet, he/she may provide just a little extra incentive by pointing out appropriate passages in a kindly way.

(g) Yearbook of Outstanding Student Work. Unfortunately, the Yearbook isn't available every year, but there are a few old copies on hand and a new issue is scheduled for late 1974. The Yearbook is a sampling of student papers which the faculty has found outstanding. In order to be included, a paper must be more than just another A paper which is factually correct throughout. It must show some or all of these qualities: unusual skill in writing or art work, a lively imagination, unusual insight or perception, originality, or logical thinking in handling a difficult situation.

The purposes of the Yearbook are (a) to encourage students to do their best (b) to reward students by including samples of their work and (c) to show the high quality of work which can be done in correspondence courses.

(h) Radio tapes. Radio tapes of two separate radio interview broadcasts are available on a loan basis. Some schools have made their own tapes from one of the master tapes. Each tape gives considerable information (one tape - 18 minutes; another tape - 30 minutes) about correspondence courses. Although of interest to guidance counselors themselves, the tapes are perhaps used most effectively when a student descends unexpectedly on a busy guidance office to ask, "What are correspondence courses all about?"

APPENDIX

SAMPLE PAGES FROM 20 CORRESPONDENCE COURSE STUDY GUIDES

Twenty (20) of the 40 high school credit courses are represented in the following sample pages. Some pages include a portion of the study guide commentary; other pages are devoted to selected homework exercises. Still other pages give excerpts from both the commentary and the homework. In a few cases the sample ends too soon - just to tease you!

In short, these pages will whet your appetite. But remember that many other pages which are just as interesting might have been chosen instead of these samples.

ART	Basic Drawing Techniques	23
	Interior Design	24
BUSINESS	Bookkeeping	26
	Gregg Shorthand	28
	Business Law	29
	Small Business Management	32
ENGLISH	English for Everyone	34
	English XI, College Preparatory	36
	English XI, General	38
	English XII, General	40
	Bible Background for Modern Literature	42
LANGUAGES	German I	44
MATHEMATICS	Business Mathematics	45
	Geometry	47
SCIENCE	Earth Science	50
	Chemistry	51
	Foods and Nutrition	53
SOCIAL SCIENCES	American History	56
	Black History	58
	Consumer Economics	60
Articles prepared for professional publications		63

Here is a page from the study guide for a "hobby" course in art.

Basic Drawing Techniques (½ HSU)

Lets look at outdoor pictures. Your own hands are the simplest kind of portable view finder! Hold your right hand in front of your face, fingers pointing left, thumb extended upward. Sight along the top of your forefinger. Your left hand can be moved across in front of the right hand to form a movable third side of a rectangle. You have a view-finder. Now look for a scene!

A finder card is also useful. Cut a rectangle from a stiff piece of cardboard. This frame may be held horizontally or vertically and moved about at will. Hold it in front of your eyes, first at eye level. Raise it or lower it until you find something of interest.

Getting ready. A sketch book and a light board or a sketch pad of paper, pencils, a knife, sandpaper, a view finder, and an eraser are all that you need to take with you for outdoor sketching. You can usually sit on a fence, a rock, a stump, or a bank and hold your sketching pad on your knees or place it on a nearby object.

Look around with your view-finder, but decide quickly on what you are to draw. Everything looks beautiful; the tendency is to try to include all that you see, but this is inartistic. Instead, choose a simple interesting subject. Content yourself with sketching a clump of bushes with some surrounding landscape in the background; trees and hills in the distance; a single tree or group of trees; a boat at anchor or a boat pulled up on shore.

How to organize. Take your sketching paper and draw a rectangle as large as the paper permits. This will be the area of your picture. Will your center of interest (the main object you wish to draw) look better in a horizontal picture or an upright picture? Your view finder will help you to decide.

If your landscape is to be a poplar tree or a sailboat with a high mast, an upright picture will look best. A landscape of low rolling hills or fields or a bit of ocean with a rowboat pulled on shore deserves a horizontal picture.

As a beginner, you may find it helpful to divide the picture area into three vertical parts. The purpose of this division is to help you to place your center of interest or focal point. The focal point may be a building, house, or boat; it usually falls on the upright line marking either the first or second third of the picture area.

Now divide your picture area horizontally into thirds. Locate your horizon line either on the first or second division line, depending on whether you prefer a high horizon or a low horizon. The horizon may be either curved or straight.

The horizon line represents your eye level as you look at the picture. It may be an imaginary line. All lines below this horizon line will slant up as they converge toward the vanishing point; all lines above the horizon line will slant down toward their vanishing points. This is true regardless of the size of the objects being drawn. The same rules which applied to the small cube and the books on the table apply here.

Interior Design, Part 2

Assignment 15: Your First Comprehensive Decorating Problem
A Complete Room

In Assignment 12, you looked at special rooms. In Assignment 13, you concentrated on investigating the costs of items you would need in a specific situation. In Assignment 14, you completed a project complementing your plans for the situation, or helping to defray the cost in some way. Having completed this groundwork, you are ready to concentrate on the details. Where do you go from here?

As you have already considered the use of the room, the decor, the individual furnishings, the costs of the new items, and what you can do yourself, you are ready to begin.

If no repair work or remodeling is necessary, you begin by selecting the color for the floor. Next, plan the colors and/or coverings for the walls. (Remember that, by tinting the walls a lighter value of the floor color, you increase the apparent size of the room.)

Select the fabrics for the large pieces of furniture and then proceed to the drapes, pillows, etc. Complete your color scheme with accents.

It is a good idea, as you know, to assemble all of your samples on a swatch card to be sure that they will make a harmonious combination. (A swatch card is a single piece of paper the size of this sheet.) You will see from the diagram (page 66) how this process can be accomplished. The decorator tries to keep the amounts of each color on the card relative to the amounts he plans for the room, to achieve some idea of the balance involved. From your swatch card, you will see immediately whether or not the colors you have selected will look well together. You should also study each color in the light of the room you are decorating. Lighting can have a great effect on color, and sometimes this effect is not an improvement. (For example, a light yellow may look pretty as a paint chip, but may produce an undesirable yellow green tint when applied to a large space.) You might be smart to get a small can of your major color and try it on a small portion of the space, just to be sure!

Also, as you proceed, you will find it helpful to make a <u>scaled floor plan</u> (review Assignment 9) so that you can experiment with the arrangement of furniture in the room. This step sometimes seems tedious to the beginner but, once its merits are recognized, the strain of arranging and rearranging furniture is eliminated and the whole process is much more fun. Make sure that you consider the location of electrical outlets and radiators when you make your floor plan. Drawings which show the furniture placed against each wall (illustrated on text page 20, figure 3) make it easier to visualize the room. (The study guide shows a scale model floor plan at this point.)

1. Using a yardstick or extension ruler, measure the length and width (in feet) of your room.

2. Convert the measurements to inches (¼" = 1 foot.) Apply the room measurements to the graph paper. (For example, a room which 12 feet by 20 feet would measure 3 inches by 5 inches on your scaled plan.) Draw a double line outside the floor line (see diagram) so that doors and windows may be indicated.

3. Measure the height of the ceiling and draw the walls as shown in the diagram. An 8 foot ceiling drawn on ¼" scale would measure 2 inches.

4. Starting in the corner of the room, measure the width of each wall space, window, door, and the fireplace, if you have one.

5. Indicate where these, and any other architectural features, occur on your room plan. (See diagram.)

6. When the general plan of your room is completed, you are ready to measure the furniture in the same manner. Make furniture patterns in the same ¼" scale (see Figure 5 on page 22 of the text), and arrange them in the best floor plan you can. The floor plan should show the furniture arrangement.

Exercises To Be Completed For Correction:

1. Please refer to the exercises you did in lessons 13 and 14. You will now complete the situation you used in lesson 13. Present the total plan for the room so that it will be visually clear to the instructor. Include a floor plan of the room and a swatch card showing the actual color samples of the furnishings of the room. Pictures and drawings to describe the style of furniture, draperies, and accessories should also be included to show how you have coordinated the total plan.

2. Did systematic planning make your decorating project more artistic than it otherwise would be? Did planning make your project more functional? Did you save money by planning? Are you satisfied that planning is worthwhile? Discuss these questions.

Bookkeeping can be made simple! The following selections from Bookkeeping, Parts 1 and 2 (1 HSU) illustrate the point.

Bookkeeping, Part 1

Does withdrawing money from the business seem like an uncertain substitute for a weekly pay check? It is not intended to be a regular transaction. Let's look at the situation broadly.

The owner of Day Gift Shop doubtless does a hard day's work in actively managing the store. As manager, she should receive whatever salary she would have to pay someone else to manage the store!

The owner has also invested X number of dollars in her own business. If she had deposited the money in a bank or had invested money in some other business (perhaps by buying stock in a corporation), she would expect a return of 6% or more. She should pay herself that same return on her investment in the business! If she borrowed money from a bank she would have to pay more than 6% for the same amount of money.

Clearly then, the owner should receive a weekly salary (debit Salary Expense, credit Cash), and interest on her investment (debit Interest Expense, credit Cash). Up to this point she is treating herself in the same way that others would be treated if they contributed labor and money to the business. But there are additional joys and sorrows in being the owner. If the business prospers, the capital account increases (credit) as the profit for each period is added to the previous credit balance of the capital account. It is part of this profit that the owner chooses to withdraw. It is hers alone -- her reward for assuming the risks of ownership, risks which neither the employee nor the ordinary creditor need take.

But there is another side to the picture. Suppose the business falls upon evil times. In short, it fails -- as most businesses do within seven years! There is not enough money for the owner to pay her own salary or the interest that is due her. Worse than that, sales have declined and liabilities increased to the point that more and more of the original capital is eaten up. The owner loses four ways -- reduced capital, little or no salary, no interest, and no profits!

We hope you realize by now that just because there is cash in the till (and perhaps more cash than before) it doesn't mean the business is profitable. If the owner isn't taking a salary and isn't taking a return on investment, any profit figure which shows on the balance sheet isn't correct. There may not be any profit at all! Furthermore, the income tax paid on business profits is too high because it is based on an unrealistic profit figure.

* * * * * * * * * *

Bookkeeping, Part 2

We may generalize by saying that office supplies are used up while office equipment depreciates or loses its value through use. If we use 1/4 of the office supplies, these supplies are no longer available for further use, but 3/4 of the supplies are available in perfect condition. On the other hand, if a mimeograph machine has depreciated 1/4 (according to our estimates), we still have available for further use one mimeograph machine, but its market value is probably no more than 3/4 of what it originally was.

Notice that the original cost of the office equipment continues to be shown in the ledger account and on the balance sheet. The adjusting entry to record estimated depreciation is as follows:

Depreciation Expense of Office Equipment	xxx	
Accumulated Depreciation of Office Equipment		xxx

The debit entry indicates an expense for the fiscal period; the credit entry is used in restating the present value of the asset. The balance sheet will show the office equipment at its original cost less the accumulated depreciation up to the present time. (See page 588.)

Students often assume that the various Accumulated Depreciation accounts are piles of cash set aside so that they may be used at a later time. This is not so. Accumulated Depreciation of Office Equipment is not a fund which will be large enough to purchase a new mimeograph machine when the old one is worn out. The various reserve accounts are merely bookkeeping entries to adjust the records to show current values (in the Balance Sheet) and to give an accurate picture of expenses (in the Income Statement). As you should realize by now, this adjustment is necessary so that the owners will know what their profits or losses are and so that their taxes may be based on realistic profit or loss figures.

You will notice that the Cash account is not affected by any of the transactions involving depreciation. If cash were set aside there would need to be deductions from cash (credit entries) and corresponding debits to new asset accounts. Probably the majority of businesses are not able to tie up a considerable portion of their cash in this way as the cash is needed for daily operating expenses.

The first 15 lessons of this course are entirely in narrative form. What Debbie and Tom actually do is described (see last half of page). Their dialogue at the top of the page not only makes a point about writing new words in shorthand, but also emphasizes an administrative detail about registration.

Gregg Shorthand, Part 1 (1 HSU for both parts)

ASSIGNMENT (SECTION) 15

INTRODUCTION

"Tom, I hope that everyone who is studying shorthand with us has registered for Part 2. It would be a shame to get this far with a skill and then drop it."

"Yes, I agree with you. I'm glad that we took care of this detail some time ago; but, of course, it would not be too late even now to register for it."

"We will soon be able to write words which we've never seen in shorthand before. Maybe there are some which have never been written in outlines. Let's see---what about Watusi or Frug. They don't come up in business much." When Debbie made this observation, Tom replied:

"I'll bet I can figure them out now. Let's try." They sound them out properly and---lo and behold---"oo-aw-too-se" "f-r-oo-gay."

Can you think of such words to try?

SECTION 15 - STUDY REQUIREMENT

Since there are to be two new prefixes presented in this Section and one new suffix, Debbie and Tom review rather quickly those word beginnings which they have already learned. They read, spell, dictate aloud as they write each outline once in the following paragraphs: Par. 104, Page 61; Par. 107, Page 64; Par. 110, Page 65; and Par. 112, Page 66. Par. 115, Page 68, is very easy to understand, especially after they have read it, spelled and traced it, and written it along with its Quick Check 3 times. So is Par. 116, Page 68, and the Quick Check which they study in the same way.

Par. 117, Page 69. This is a bit longer, but they find the content interesting and the punctuation a bit challenging. However, as they read the shorthand, trace it, dictate the material aloud in longer thought units for their writing, and then transcribe it; they realize again that they are constantly learning new things or remembering things that they had learned some years ago.

Business Law (½ HSU)

Lesson 7

Study Requirement: Text, Unit 4 Buyer and Seller (continued)

Part 4 - D Warranties and Product Liabilities
Part 4 - E Rights and Remedies
Part 4 - F Consumer Protection

Review the study guide notes in the previous lesson, particularly the portions pertaining to warranties, rights and remedies, and consumer protection.

Role Playing. It is helpful in solving a legal problem to see the situation from the viewpoint of each of the participants. One way to do this is to participate in role-playing. You assume a role and act as if you were the person you are representing. To do this effectively, you must know something about the total problem and how the person whose part you play feels about it. When using role-playing in this correspondence course, we ask you to write out the dialogue which might be spoken by each party in the case.

If you have difficulty in thinking up dialogue, explain the situation to a friend and have him engage in dialogue with you. Then write down, as nearly as you can remember, what each of you said. Make up any incidental facts which are not in conflict with the facts as given.

* * * * * * * * * * *

6. Albert bought a used Ford from Frank who had purchased the car from a local Ford dealer. When Frank bought the car, it came with a two year or 24,000 mile warranty on parts. When Albert bought the car from Frank, it had travelled 20,000 miles. Along with the bill of sale, Frank gave Albert a piece of paper with the words "Guaranteed for 10,000 miles." Albert drove the car an additional 6,000 miles at which point the steering wheel came loose, causing him to hit a pole and sustain serious injuries. Mechanics found that there was an original defect in the steering wheel column; the wheel could have come loose at any time. What remedies, if any, are available to Albert? (Use role-playing method of solution.)

Lesson 12 Employer and Employees

* * * * * * * * * * *

Here are some rules for store employees in 1872. They represent good working conditions - better than one could expect in a factory which employs large numbers of unskilled or semi-skilled workers.

1. Office employees each day will fill lamps, clean chimneys and trim wicks. Wash windows once a week.

2. Each clerk will bring in a bucket of water and a scuttle of coal for the day's business.

3. Make your pens carefully. You may whittle nibs to your individual taste.

4. Men employees will be given an evening off each week for courting purposes, or two evenings a week if they go regularly to church.

5. After thirteen hours of labor in the office, the employee should spend the remaining time reading the Bible and other good books.

6. Every employee should lay aside from each pay day a goodly sum of his earnings for his benefit during his declining years so that he will not become a burden on society.

7. Any employee who smokes Spanish cigars, uses liquor in any form, or frequents pool and public halls or gets shaved in a barber shop will give good reason to suspect his worth, intentions, integrity, and honesty.

8. The employee who has performed his labor faithfully and without fault for five years will be given an increase of five cents per day in his pay, providing profits from business permit it.

* * * * * * * * * * *

The common law then and now.

You will recall that the common law (the unwritten law of custom and usage which gradually gets written into thousands of court decisions) had as its objective the safeguarding of life, liberty, and the property of people. Under this common law, the employer had certain duties i.e.

- to furnish a reasonably safe place of work.
- to employ a sufficient number of competent fellow workers.
- to point out any risks which are not self-evident.

Balanced against these duties, were the common-law risks of the employee i.e. the risks of injury due to his own negligence, injury from the normal risks of the trade, and injury from carelessness or negligence of fellow workmen.

Note that the common law is not based on a code but on what judges have decided is fair and just over the generations in hundreds and even thousands of similar cases. This results in a continuous process of gradual change. On the whole, this is a democratic process with both stability and flexibility. Instead of an arbitrary definition of "reasonable" (a code), we have the benefit of a tremendous number of informed opinions as to reasonableness. The common law is not imposed from above, but reflects both the conditions of the times and judicial opinions as to what is fair and just.

But the more rapidly times and conditions change, the more inadequate the common law becomes. New circumstances, new conditions, new pressures call for legislative action at the national, state, or local level. The crystallized thinking of the people at a given time, expressed through their elected representatives, substitutes statutory law for common law. Judges continue to make decisions, but the decisions must be within the framework of the statutes. The common law on the subject has not been abolished, but it has been modified (perhaps drastically) as of a given moment, instead of changed gradually over a very long period.

Workmen's compensation laws are an example of drastic substitution of statute for common law practice. The employer can no longer put all the blame on the employee. In the absence of unions, the employer often shrugged off responsibilities by claiming that the employee was injured due to his own carelessness, the normal risks of the occupation, or negligence of fellow employees. It was difficult for the 19th century workman to prove that his employer was very unreasonable under the common law. Reasonableness and risk were in conflict. Precedent more often favored the employer than the employee. In the generations of the "rugged individualist," there was little social concern. Perhaps it is significant also that the judges were of the upper social class - the injured worker was not.

Workmen's compensation laws were inevitable. In our present-day complex society the common law remedy is unworkable. There would be endless litigation about who was negligent or at fault. Our social concerns and the pressures behind them demand a better solution. Through law and through public and/or private insurance, there is a better way. The old employer - employee conflict is replaced by two fairly simple questions.

1. Did the injury arise out of and occur during the course of employment?
2. What is the extent of the employee's injury (frequently a medical question)?

* * * * * * * * * * *

15. Jon worked ad a laundry deliveryman. One day his delivery load was extremely heavy; he decided at 3:30 p.m. to go to his girlfriend's house for a cold drink. Her house was only two blocks off his route. At 3:50 p.m. he left his girlfriend's house and was about to renew his route when he was involved in an automobile accident. The driver of the other car brought suit against the owner of the laundry, contending that Jon was an employee in the course of his employment. Is this contention correct? (Answer by the role-playing method.)

Here are excellent examples of telling a story to make a point. Note that the military stories apply in a civilian situation. (Reproduction rights to this course were sold to a leading midwestern state university.)

Small Business Management (½ HSU)

Do you treat everyone the same way? Sometimes employers think that equal treatment means that everyone is being treated fairly. Such is not the case. A reprimand which would be a severe blow to some employees would not even faze others at all. Your remarks must be tempered to the particular individual.

In short, we must admit that people should be treated differently because people are different. Some people have a real aptitude for mechanics, others have a knack for academic work, others enjoy dealing with figures and formulas, others much prefer solving human problems. Our differences are probably greatest in the realm of personality. Differences become very obvious when comparing different personalities. You must recognize these personality differences and not try to treat everyone as if there were only one kind of personality.

Does the owner know how to be "people-centered"? Suppose a manager is informed that a waitress just tripped with a tray of soup. What is his reaction? He might say, "Was anybody hurt?" or he might say, "Did she spill it on the new rug?" or he might say, "I told her to be careful only this morning!"

What do these various remarks tell employees about the manager? The first manager is definitely "people-centered" because he shows above all his concern for people. People will work for him more effectively than they would for any other manager. The second manager disregards people and shows his interest in property. The third manager is the least competent of all because he thinks only of himself. You may be sure that the manager's comment was passed along the grapevine and the employees reacted according ot the spirit of the manager's response. (Example furnished by Small Business Administration.)

Leadership is often put to a severe test under wartime conditions. In one instance, a seaman was washed overboard during a wartime blackout. When the captain of the ship was notified, he ordered all lights turned on and launched a rescue party. This action spoke louder than words. Every man aboard ship soon realized that the commander cared about him and was willing to risk his own reputation and his own safety to help a man in need.

Another example is found in a situation in which our troops were being severely beaten back. Cut off from all support and without food, it seemed only a question of time before the American forces must surrender. The only food available was a few choice items which the commander's sergeant had saved. The sergeant, being thoughtful of his commander, prepared a tasty meal, which he offered to the commander. Much to the sergeant's surprise, the commander ordered the food destroyed immediately in his presence. Nothing further was said, but the message was carried over the grapevine: "The 'old man' cares about us." This thought so rallied the troops that they managed to repulse the enemy successfully and win the day.

If the manager has the right combination of personal qualities, he will inspire his helpers to do their best. For one thing, the manager needs the courage to make

decisions and to take risks. If he is constantly avoiding issues, postponing them, or passing them on to someone else, he will lose respect. His employees would rather see him make an honest mistake than to try to be always right by taking no stand at all.

A competent manager has the ability to delegate some of the responsibility to other employees. This delegation does not relieve him of his own responsibility, but it gives others an opportunity to work meaningfully and effectively. In general, it is best to describe the results that you desire or to have these results evolve from a discussion of the problem and then leave the employee some leeway as to how he might proceed to achieve the desired results.

An effective manager will realize that people value symbols. A very obvious symbol which shows what the management thinks of an employee is the appearance of the employee's office. If he is provided with a well-lighted, pleasant place to work, this indicates that he is regarded as an important person. His desk and other equipment should be no more elaborate than those of others unless he has greater responsibility. Sometimes even such superficial aspects as the length of the curtains and the type of carpeting on the floor determine the status which an individual enjoys within an organization. Even such a minor symbol as the key to the washroom which the boss uses is a sign of status and appreciation.

The manager should be particularly careful to avoid the standard clichés which are often without real meaning. Who has not heard an employer say, "We are just one big happy family in the store."? Later that same day you may hear him lose his temper as he bawls out a young girl who unintentionally made a minor error. No matter how much he talks about the happy family, if the employees do not feel that they are a part of a happy family, the remark is worse than useless. What one is carries more conviction than what one says.

Another cliché which is often meaningless is this: "My door is always open to anyone who wants to talk with me." Doubtless the employer who says this means well, but look at the situation from the viewpoint of the employee who has a grievance. He finds that the employer is not there, or is too busy to see anyone, or that he is cooly received when he finally manages to get by the secretary and into the inner office. No matter how annoying and trivial the complaint may be, the employer should treat it as important because it is important to the man who brings it.

English for Everyone (1 HSU) is a course in simplified English grammar (presented with a light touch) and the elements of effective composition (taught through the use of provocative exercises). Using a "house of English" concept in which each part of speech is a given building material, the course also includes such innovations as an anagram and a crossword puzzle.

Some of the provocative composition exercises follow.

Lesson 11

4. Write one paragraph only on the topic: "My views on the opposite sex." See how much you can say in this one paragraph without getting bogged down. Emphasize important points rather than minor points. Stick to the subject and be as specific as you can.

Lesson 13

5. Watch a western drama on television, then report on the story, the leading characters, and your reaction to the entertainment. Use the following outline as a guide. (A six part outline is provided.)

Lesson 14

6. Write an essay of about 250 words on this topic: "I hate ( ) because ---------." Insert, after the word "hate", one of your pet hates. It could be boiled spinach, miniskirts on fat women, salesclerks who call everyone "honey" or just about anything.

We hope that your hate concerns an object or a situation rather than a person. It is dangerous to really hate a person; hate tends to destroy the person who hates. Hate isn't even a safe weapon in combat. In World War II troops were trained to have pride in doing the job well rather than to hate the enemy.

Why an assignment like this? Since you are emotionally involved (you hate) in the topic, you will no doubt write with conviction and feeling. Your essay will thus be a better example of English prose than would be your efforts on a topic such as price trends in peanut butter in Lower Slobovia.

Lesson 15

7. Here is another essay assignment. Again we want a live, true-to-life composition so we suggest something which should stir you to realistic action.

Write a letter to the editor -- or to Dear Abby, Ann Landers, or the confidential chat column in your local newspaper. You may want to express your political views, challange a government official or candidate for office, or even praise a public servant. Write about anything fit to print!

Lesson 16

6. (This is an exercise in listening to sounds. The exercise points out that vivid recollections may be stimulated by a single sound or a sequence of sounds. Sounds may stimulate several, perhaps all, of the five senses. The sound of a diesel train in 1941 is used as an example and described in 100 words.)

NOW think of a sound (or listen to a sound) and see what memories you can recall. Then write your commentary in not more than 150 words.

(Any sound will do, but here are a few hints: ocean liner whistle, jet plane taking off, surf on the rocks, carousel, tap dance routine.)

Lesson 19

(Here we have the writing of business letters handled in a personal way.)

2. You are the chairman of the program committee for a local community organization. Write a letter to a local businessman, doctor, lawyer, or public official asking him to speak at your next meeting. Suggest that his topic deal with the role that his occupation plays in education in your town.

Look at the situation from his (or her) point of view. (Detailed suggestions follow.)

English XI, College Preparatory, Part 1 (1 HSU for both parts)

Adventures in American Literature -- "Tragedy and Renewal"

pages 349-358; 367-381 Mark Twain (1835-1910)

Questions and Commentary

Printer's devil at the age of twelve, newspaper reporter, Mississippi steamboat pilot, Confederate soldier, Nevada prospector, and newspaper humorist: these experiences were the stuff of Mark Twain's "education." These experiences furnished material for his hilarious yarns as well as for the social satire found in his most enduring works.

When, at the age of thirty, he published "The Celebrated Jumping Frog of Calaveras County," he became at once a national favorite. By the age of fifty he had written Huckleberry Finn, now widely acclaimed by critics as the foundation of all truly American literature, in language as well as in content.

To the biographical background in the text (it may be added) that Sam Clemens's father, who had been born in Virginia, moved successively to Kentucky, Tennessee, and Missouri, always hopeful of making a fortune. His mother resembled the Aunt Polly of his own books. Young Sam, left without a father at twelve, quit school to be apprenticed to a printer. As a journeyman printer, he found work in St. Louis, New York, Philadelphia, and Keokuk, Iowa. He then turned to piloting on the Mississippi for four years, but the War Between the States cut off this career. In 1861 he went to the Nevada Territory as secretary to his brother, Orion, who had been appointed secretary to the territorial governor. This trip brought him into contact with Artemus Ward and Bret Harte, who encouraged him to aim at more than mere journalism in his writing. His "Jumping Frog" (1865) story brought him national attention. Innocents Abroad (1869), The Adventures of Tom Sawyer (1876), The Prince and the Pauper (1882), Life on the Mississippi (1882), The Adventures of Huckleberry Finn (1884), and numerous other books followed.

Mark Twain was impulsively openhanded and openhearted, and his business difficulties reveal the tragedy of his impulsiveness. He was bitter and vindictive when his trust was betrayed, and he never recovered from the disenchantment. Among those whose behavior embittered him were his brother Orion; Charles Webster, his publisher; Bret Harte, a special target of his highly articulate wrath; and assorted women who tried to show him off at literary gatherings. In addition to certain people, Twain hated certain practices and customs, ranging from slavery to the convention of collar buttons on men's dress shirts. Eventually, life itself came in for some sharp reprimands, and his latest writings reflected a growing pessimism.

But Mark Twain loved as thoroughly as he hated. He loved the independent spirit of his valiant mother. He loved his wife Olivia; his daughters Susy, Clara, and Jean; his country; animals, especially cats; and the gallant old

President, Ulysses Grant, who when dying of cancer, struggled to complete his memoirs, hoping they would provide an estate for his widow. (They were subsequently published by Mark Twain's own company.) And Twain loved telling stories to make people laugh.

For the reader seeking entertainment, Mark Twain offers stories galore; for the reader seeking insight as well as pleasure, he has commentaries on social and political life that are valid for our day as well as for his own. Indeed, he was often vexed that the public ignored the serious import of his writings and seemed to value only the comic features.

"Twain's prime importance lies in his exploration of the American literary frontier. Pioneering in style and subject matter, Twain discovered and charted an entirely new domain. What he accomplished is not only expressed in the broadly democratic character of his books ... but is reflected in the native work of others following him.

"Equally great was his liberating effect on language. He exploited the infinite contrasts between the written idiom and the spoken word. More consciously than any previous writer, he relished and recreated the live vigor of talk, the color of spontaneous speech, the vivacity of the common tongue. His ease both with rhetoric and the vernacular made his writing unusually flexible, lucid, brisk, and often brilliant." *

Study and underline, or note, the introductory essay on Mark Twain, and read "The Buffalo That Climbed a Tree."

Write answers to the following:

1. What use does the author make of the dialogue? Is it to enrich the characterization, to advance the story, to accentuate the suspense, or to serve some other purpose? Explain.

2. At what point in the story is the suspense at its highest pitch? Account for this.

Read "His Grandfather's Old Ram," and write the answers to the following:

3. What did Twain learn from his early experiences in presenting his stories on the lecture platform?

4. How do the incidents of the loose glass eye and the man caught in the carpet mill compare with humorous incidents in the buffalo story?

Read "The Private History of a Campaign that Failed," and write answers to the following:

5. "Well, this herd of cattle started for the war." Explain fully what Mark Twain meant by this sentence.

---

* Makers of the Modern World, Louis Untermeyer; Simon and Schuster, New York, 1955.

English XI, General, Part 1 (1 HSU for both parts)

* * * * * * * * * * *

A good guideline for specialized news is this: would it make good dinner-table conversation tonight in any home in the community? If so, it's news. For example, "Three taps of a pencil may sound the crack of doom for some unsuspecting cheater as Yourtown College puts the student honor system into effect for midterm examinations. Students will police their own examinations without faculty supervision."

Note that the journalist has a sense of the dramatic; he writes in terms of action. Not only does he use lively descriptive words, but his headlines announce past events in the present tense. For example, a headline such as "Mayor Blasts City Council" may appear in your morning newspaper to describe an event which occurred the evening before.

Amateur journalists often lack the essential "nose for news" (the ability to recognize news when you see it and the ability to discover news) and the ability to tell the story concisely and dramatically. What is more pathetic than a high school news item which begins "There will be a meeting in Room 20 next Tuesday noon...." No dinner table conversation there.

At the top of page 186 of your literature text you may read the following: "Who, What, Where, and When?" A good newspaperman answers these questions in his lead, or first paragraph. He tries to give an accurate description of an act which has occurred -- usually that day. But there is another important question which the newspaperman, either through lack of time or because it is not his job, usually does not answer. The question is "Why?"

Newsmen of today would dispute this last sentence. They would claim that they, as responsible writers, do indeed answer all five questions and often the additional question, "How?" Most would concur with the Encyclopedia Americana's assessment that American journalism has made distinct contributions to world journalism; to democracy; to the art of newsgathering; to the mechanics of journalism, to making journalism a responsible, elevated profession.

Take a look now at the newspaper you have. Its contents may fall into three main categories: (1) Factual material, including international, national, regional and local news; financial news; obituaries; and ads. (These ads may be of two kinds: display advertising which is inserted in the main body of the news and classified advertising which is usually given a separate section.) (2) Opinion and criticism, which includes editorials, cartoons, letters to the editor, book and theater reviews, and certain features containing comment and interpretation which may be contrary to the opinion of the paper. (3) Entertainment features, which could include articles on theaters, movies, and sports; comics; and puzzles.

In newspaper stories the most important part is summarized in the first paragraph with details following. This sequence is almost opposite to the chronological way in which fiction is often written. Why is that so?

There are two important reasons: the way newspapers are read and the way they are produced. No one reads all of every newspaper nor does everyone read all of every story that he begins. The various news stories compete with each other for the attention and interest of the reader. Some stories are given an advantage because the editor considers them more important than others, but each must get its message across quickly. Newspapers are read more hurriedly and more selectively than fiction. Also, reading conditions on a subway train make it necessary to get the point across quickly. Every reader can get the main points quickly. For further details, continue to read.

Newspapers must be written by many different people working on a close time schedule. It is a real problem to fit the news into the available space. If parts must be left out, it can be done easily by leaving off paragraphs, starting at the end. Sometimes a story may be already set in type when it becomes necessary to tear part of it out to make room for an important new development.

What are some of the characteristics of good news stories and good features? The better newspapers try to be constructive rather than negative. They are impartial in presenting both sides of the situation. Opinion is expressed on the editorial page, in signed articles, by the columnists, and in letters from readers.

We might say that a good newspaper is objective -- that is, detached, impersonal or unprejudiced in its viewpoint. It does not try to impose its personal viewpoint. But the tendency today is to admit that one cannot be wholly objective. A decision to include one story and leave out another is a personal kind of decision. The emphasis an editor gives by a front page headline is a personal choice. Other editors will not always agree. Anyone competent to judge news values certainly has a philosophy and a point of view. Decisions are made on the basis of that philosophy and viewpoint.

The modern approach is to emphasize interpretation rather than objectivity. The editor tries to tell factually what happens and also to interpret the significance of the news. He realizes that he cannot be wholly objective, but he can be fair and unprejudiced. His interpretation will not always agree with other interpretations but he can say, in effect, this is what happened and this is what it means as we see it. The reader can decide for himself whether he prefers the interpretation of a popular New York tabloid or the Christian Science Monitor.

Opinion and criticism as found in editorials, cartoons, columns, and letters to the editor are part of the process of interpretation. They reveal the newspaper's fairness in allowing other points of view to be heard. When the newspaper gives its own opinion, it is labeled as opinion and not as news. An unreliable newspaper would inflict its opinion on readers by "slanting" the news (emphasizing only information which supports the editor's views) and by eliminating conflicting opinions. This situation is seen in its extreme form in countries dominated by political dictators.

Here is an excellent example of innovation in material and treatment. He Done Her Wrong, a complete novel in cartoon form without words or music, is introduced in Lesson 1. We are told that the author, Milt Gross, is a "sharp satirist and . . . a parodist of superb talents." Satire and parody are then explained and illustrated, after which the study guide continues as shown below. (This course won honorable mention in a national arts and humanities competition, 1974)

English XII, General, Part 1 (1 HSU for both parts)

* * * * * * * * * * *

With these thoughts in mind, let's turn now to He Done Her Wrong. Why is a book of cartoons worthy of study in an English course? There are several reasons. First, English today is thought of as more than written literature, grammar, and composition. It is communication in the broadest sense -- oral speech, communication of ideas through drawings, paintings, etc., or through music. It may include presenting an idea on film. Sometimes a person who communicates poorly through one medium can communicate very effectively by using another medium. For this reason you will be given an opportunity to express some of your ideas in pictures in this course.

Secondly, much of our communication today is through visual means. Since we are frequently exposed to television drama and films, it is appropriate to recognize this fact in planning an English course. You will find two full-length plays (A Raisin in the Sun and Inherit the Wind) included in this course. In including a novel without words, we are using something very much like a silent film.

In the third place, He Done Her Wrong, is included because of its own artistic merit. It is unusual to find a complete novel in cartoon form and more unusual still to find one worthy of comparison with a conventional novel. Not only are the drawings skillfully done, but the plot structure is sound and the characterizations carefully developed. Furthermore, the satire and parody are skillfully carried out.

Finally, Milt Gross is included to provide you with the experience of looking at a scene and a sequence of scenes to find meaning. It is considered very proper to study a famous painting to find meaning. Isn't it equally appropriate to study Milt Gross to find meaning? Some cartoons have little meaning; these are full of meaning!

Cartoons, we are told, were once original full-sized drawings or paintings used as models for frescos, mosaics, and tapestries. The common modern meaning is a single or multi-panel humorous drawing for reproduction in newspapers or periodicals. It was as long ago as 1831 that a Frenchman, Joseph Antoine Plateau, invented a device to show motion pictorially. The first animated cartoons in the United States appeared in 1906 when J. Stuart Blackton did a series for the Vitagraph Company called "Humorous Phases of Funny Faces." In the intervening years, several other animated cartoons appeared, but it was not until 1923 that Walt Disney started his career with Alice in Wonderland, followed by Mickey Mouse in 1928, and the first full-length feature, Snow White, in 1938.

Milt Gross, as Mr. Becker has said, had created his own comic strip as early as 1915. After World War I, during which he served as a private in the infantry, he returned to create even more cartoons. His type of humor appealed to the great actor, Charlie Chaplin, who asked Gross to work with him in Hollywood on The Circus. Gross also did the screenplay of his own Nize Baby comic strip and when these chores were finished, he stayed in California to go on writing, working hard at the happy task of deflating the melodramatic and pompous aspects of American life, including Hollywood activities.

Let's look at a page of He Done Her Wrong to see how this was done. On pages 44-45, we see our coonskin - wearing hero, who has been awaiting the return of his partner in the fur-trapping business. A passing hunter has found him in the cabin of their mountain retreat and proceeds to tell our hero that his partner is none other than a skunk and a snake. He goes on to give our hero the shattering news (notice the expression on our hero's face!) of the marriage of his oily, villainous partner to -- yes, none other than our hero's beloved! How much more rapidly this has been shown in pictures than we could tell it in words.

For example: (again use page 44) the expressions on the villain's face (that great self-satisfied smile), on the hunter's face (fury at having to be the bearer of such news), and on the hero's face (shocked disbelief) can all be explained in a few masterful brush-strokes, whereas it would take several paragraphs to explain this in writing.

Gross has been able to show us various backgrounds: the forests and mountains of page 22, the city of page 67 and following. We have actual dialogue on the pages we have just been studying and again on page 46 (EYE SAW!). And who could help but notice the expressions of the Pekingese dog on pages 94-95, 142-143, 148-149 -- to mention just a few of the pages on which he appears.

(This course also includes mystery, detective, and western stories, two plays which were successful films, "body language", a unit on "You and Your Job", and an entire lesson devoted to sound effects.)

Here is an excellent example of an Introduction which explains the objectives of the course and tells why the course content is important.

Bible Background for Modern Literature (½ HSU)

Introduction

Is the Bible merely a collection of ancient stories about people who lived and died thousands of years ago? Is it irrelevant and outmoded? Some people think so. Others feel that the Bible is at least a timeless literary treasure. Still others are convinced that the Bible is the divinely inspired record of God's actions within human history. Who is right?

This course is not concerned with which of these views represents your understanding of the Bible; your beliefs are entirely your own business. The authors are convinced, however, that most of the basic attitudes held by people in our society are founded upon ideas and concepts which can be traced directly to the Bible. Because this is so, anyone who is seriously interested in reading and understanding the literary products of Western civilization had better understand the essential points of view of the Judeo-Christian Scriptures.

This course focuses on seven primary human questions (basic issues, problems, or tensions) which challenge every individual no matter when or where he lives. These questions are not the only fundamental issues dealt with in both the Bible and modern literature, but they are particularly interesting problems for which we have excellent illustrations in modern literature. The seven basic issues selected for this course are: guilt and innocence; truth and the world around us; truth and human behavior; anger and revenge; vocation and commitment; alienation and reconciliation; suffering, despair, ahd hope.

These concerns are so basic that they come up repeatedly in anyone's life. It is safe to say that they have already had considerable influence on your life; they will continue to be important in determining your future. But how you think about these basic questions is not entirely a matter of personal choice. You and everyone else have been strongly influenced by points of view which come from the Bible. Even if you entirely reject the religious belief system of the Bible, you still live in a society where government, law, custom, values and a thousand details have been shaped and molded by Biblical standards of human behavior.

Bible Background for Modern Literature is not a course in the Bible per se. You will not learn many Bible stories nor will you be asked to memorize verses of Scripture. What you will be asked to do is to read about certain themes or ideas which run through the entire Bible. Some of the specific vexing questions (which are included in the seven basic issues previously mentioned) are the following:

Is there an "ultimate" authority?

How can I live with a sense of guilt?

What is the point of living?

Is there anything worth dying for?

What hope is there for mankind?

Why should I care about anybody else?

Modern literature repeatedly deals with these age-old problems. Plays, novels, and films communicate what the author believes and how he feels about these fundamental concerns. For example, many works raise questions about authority. The author tries to show what happens to people when they are confronted with the authority of force, belief, position, or power.

Think of the stories you know about people who resist authority and the difficulties which their resistance causes. Sometimes they win out; more often they are crushed in the process. But, whatever the outcome, the author has helped us to understand the pressures and forces which surround the question of authority. He has helped us to weigh and consider the questions of whether authority is legitimate and whether it has been rightly or wrongly exercised. The reader grows through this sort of vicarious experience.

Bible Background for Modern Literature is designed to help you recognize the most basic human questions and concerns. You will learn how the Bible approaches these questions and you will also see how these same concerns are reflected in contemporary literature. In the process, you will increase your understanding and appreciation of the Bible at the same time that you are reading some very stimulating and worthwhile modern books. You will also gain a new understanding of the centrality of the Biblical heritage to any real appreciation of Western civilization.

Let us repeat again that we are not advocating religious beliefs or practices. We proclaim no doctrine no matter how worthy it may be or how widely recognized. In short, we are not teaching religion, but, to some extent, we are teaching about religion. It is just as appropriate for a state agency to do this as it is for the public schools to teach the principles of political science but not to teach the rightness of being a Republican or a Democrat. The United States Supreme Court, in the decision which banned prayer and religious services in the public schools, urged the schools to teach about religion because it is part of our culture.

Our courses in German use a semi-programmed text which includes grammar, dialogues, vocabulary building exercises, and dialogue variations to develop one's active vocabulary. Supplementary readers are used to develop passive vocabulary (words which you can recognize and understand, but which you don't use habitually). The author is very strict about what must be learned and the procedure for learning it, but text, readers, and study guide include considerable cultural information for background and enjoyment. Each lesson also has a challenge question to stimulate initiative and imagination - a mental treat!

German I, Part 1 (1HSU for both parts)

REVIEW page 63

Practice the review in the usual manner until you are sure that you know each sentence. Then look back at all the gray-shaded areas of the Conversational Patterns section.

VERB SUMMARY page 65

Study the verbs in the usual manner. Make sure that you test yourself rigorously by not letting yourself look at more than the infinitive of each verb until you complete trying to give each form.

Especially note the irregular verbs in this lesson. Do you immediately recognize the four dative verbs? If not, review the section about dative verbs.

WIE FAHRT MAN? pages 65-68

Now work on increasing your passive vocabulary. In this reading selection you will learn a bit about transportation in Germany.

Public transportation in Germany is generally better than in the United States. This is particularly true in the suburbs and rural regions.

Not as many German families as American families own cars and the two-car family in Germany is rare. There is, therefore, a greater need for efficient public transportation. Most Germans ride a bus to and from work.

If a German family owns a car, it is usually a European car. There are proportionately more non-American cars in the USA than there are non-European cars in Europe. German drivers travel on the right-hand side of the road. Road signs throughout Europe are standardized; they use pictures without words. All German roads are paid for with government funds; the toll booth is unknown in Germany.

If you wish to ride by train in Germany, you choose a first or second class se seat. Some third class seats are also available, but not many. The first class ticket offers the luxury seating, but the second class passenger enjoys comfortable seating. Seating in the rare third class compartments is usually on wooden benches.

Compartments? Yes. Every German train is divided into compartments with two rows of seats facing each other. A door at the end of the compartment leads to an aisle that runs the length of the train on one side of the car.

Business Mathematics, Part 2 (1 HSU for both parts)

Lesson 14 (Part of the commentary for this lesson follows. Note that considerable business information is given.)

Once the retail selling price has been determined, why are markdowns offered? It is more than just a matter of increasing sales. Sleds in the back room in April, air conditioners in the snow season, Christmas cards in January ... these are examples of a merchant's money tied up in 'dead' stock. These seasonal items take up warehouse space which could be put to better use.

Quantity purchases from the wholesaler represent savings to the retailer only if the goods are sold. A merchant must plan so that he is not stuck with last year's models in clothing, television sets or automobiles. It may be less costly to sell at a huge discount now than to store and face and even greater loss next year.

Periodic lulls in business (after Christmas, after Easter, and around April 15, tax time) or local strikes in major industries may cripple retail business in general for a time. Competition between merchants selling the same product may cause a retailer to resort to drastic action. These are some of the reasons for discount sales.

Certain terms commonly used in selling are often misunderstood. Gross profit, for example, is not profit at all. A more appropriate word is margin (page 338) which refers to the difference between the cost price and the selling price. Margin includes the operating expenses and net profit, if any. Mark-up is another term which means the same as margin.

In any given problem, the dollar amount of gross profit, margin, and mark-up is exactly the same. The difference is mostly in point of view. We need to be familiar with all three names because they are all commonly used, perhaps as a matter of custom.

Gross means the whole without any deductions (see your dictionary) or what the profit would be if there were no operating expenses. Of course there are always operating expenses and many of them are difficult to control. Margin implies an amount of money which is allowed to cover all operating expenses both seen and unseen; any money not used by expenses is profit.

Mark-up refers to the practice of marking the price UP from the cost price. That is a quick way to find the selling price, but it is not the way which usually makes the most sense. When mark-up is used as a percentage we should always make clear whether we mean mark-up on cost or mark-up on selling price.

* * * * * * * * * * *

Sales are our whole pie, our base, or the complete unit which is broken down into many parts. The money to buy merchandise, to pay salaries and other operating expenses, and the profits themselves must come from sales. Mathematically, you could find what percentage the operating expenses are of the distance to the moon, but the answer wouldn't mean anything. It does mean something to say that the sales represent 100%, that the cost of goods sold is 60% of sales and the margin is 40% of sales. Later on we may discover that the profit is 5% of sales. If that is true, then the operating expenses are 35% of sales. (If this isn't clear, draw yourself a pie chart or a bar chart and label the parts.)

When we use the sales price as the base it is easy to make meaningful comparisons. You should realize that if some expenses are computed as a percentage of the cost of goods sold and others are figured as a percentage of sales, the two percentages can't be compared. But, in the example above, you can see at a glance that the margin is two-thirds of the cost of goods sold. (40% divided by 60%)

Comparisons also need to be made with other businesses and with government information about sales. If the retailer finds that 35% is the recommended margin for stores like his and he figures that margin on cost, he is likely to lose money.

Suppose a merchant has $500 in sales. The goods cost him $325.
-- 35% of $500 equals $175 margin needed for profitable operation. The merchant expects to make 5% ($25) profit if only $150 is needed for operating expenses. (Note that 35% is the recommended margin.)

Another merchant buys the same goods at $325, but figures his 35% margin on cost. His margin is thus $113.75 which is $61.25 less than the recommended amount. ($175 - $113.75 = $61.25)

This merchant not only went without a possible $25.00 profit, but also suffered an estimated $36.25 loss. ($25 + $36.25 = $61.25, the amount less than the $175 recommended margin.)

In the case of the second merchant, his price wasn't right! Too bad he didn't understand the lesson you are now studying.

The rate of failure among small businesses is very high. Surveys have shown that about half of the small businesses established fail within three years. The great majority of these failures are the result of the lack of managerial ability and the lack of experience.

How can we cut the failure rate? Insurance agents are licensed, electricians and plumbers are licensed, automobile drivers are licensed. Some people believe that retailers should be licensed, that they should be required to complete a course such as this one (for example) and have a little practical "road experience" before going into business for themselves.

Is it just the small retailer who gets hurt when he fails? Think about it. Would a license requirement help? No one knows for sure, but what do you think?

Geometry, Parts 1 and 2 (1 HSU for both parts)

The course emphasizes the use of logical reasoning in the development of proofs rather than the memorization of proofs. In addition to the textbook problems, each lesson includes a practical problem or, in most cases, a humanities-type problem which challenges the imagination. Here are some selected homework questions which show the humanities approach.

Lesson 2

Thought question. You have learned that basic assumptions or statements which we can safely take for granted are known as postulates. Not only in geometry, but in many non-mathematical areas, people will make a statement as if it were a postulate when actually it is not. (Example: "American products are better than those from any other country.") In an area such as economics, politics, psychology, or religion, give two examples of a statement which is incorrectly made as a postulate. In each case show why the statement is not a postulate.

Note: Would you like an example of a reasonably good postulate in a non-exact field? Take this one:

Postulate: "Death comes to all persons."

This we cannot prove, but we assume that the statement is true because in our time we are unaware of individuals blessed or damned with immortality. But does this hold true for the future? We can't be absolutely sure, but past experience, in the civilizations we know about, indicates that it is indeed a fact that "Death comes to all persons." The statement then is a good postulate.

Lesson 8

Thought question. General "Stonewall" Jackson, a noted Civil War hero, was a mathematics teacher before entering the military service. In what ways might General Jackson's mathematics and teaching background be useful to him in the military service? Keep in mind that the usefulness might vary as an individual rises in rank from non-commissioned officer to general. Discuss.

Lesson 9

Thought question. (a) Draw a polygon or other geometric figure of your own choice. (See some sample polygons on pages 119-122 inclusive.)
(b) Your polygon or other figure reminds you of what plant, tree, shrub or flower?
(c) Why? (Hint: In what ways are the geometric figure and the growing vegetation similar?)
(d) In what ways are the two unlike?

Note: The purpose of this exercise is to get you to see geometric figures in new ways and to relate abstract figures to living situations. It is also an exercise in using your imagination which in itself makes it worthwhile.

Lesson 10

Thought question. Look closely at the familiar EXIT sign so often seen in public buildings.

(a) What geometric symbols do you see? Show exactly where each concept occurs. (Hint: Line segments may be extended indefinitely.)

(b) Design an alternative sign to replace the exit sign. You may want to use letters of the alphabet only, geometric symbols only, or a combination of the two. Keep in mind that some people who use public buildings do not speak English.

Note: This question shows how geometry may be used to develop a new type of useful product. We should not assume that familiar answers are the best answers.

Lesson 11

Thought question.

(a) Draw 5 or more different geometric figures of about equal size. (You are already familiar with quite a few figures, but note also the more unusual ones in the latter half of Chapter 6.)

(b) Assume now that each of these figures represents a person. These "persons" are milling about at an informal cocktail party. You are to humanize these figures by indicating the human qualities or characteristics which each figure suggests. You may put cartoon faces on these shapes if you wish, but the human qualities are in the figures themselves, not in the added faces. (Hint: Does one of the figures suggest strength? Does he or she take a firm stand on issues? Can you imagine this "person" as a contractor who builds homes?)

(c) Explain why each figure seems to have the qualities and characteristics which you have assigned to it.

Lesson 20

Practical problem. This is an actual traffic situation. Five two-lane roads come together at a busy intersection. No road is perpendicular to any of the others. Because of space limitations and the nature of the terrain, a traffic circle is not practical. The intersection is zoned for business; the streets approaching the intersection are residential.

Residents of the neighborhood are opposed to having either an overpass or an underpass; other taxpayers also object on the grounds that such structures would be too costly.

Draw one or more sketches which will indicate your solution to this traffic problem. Show in each instance how traffic from each street can make either a left or right turn into any of the other streets.

Lesson 24

Imaginative problem. Name two products which might be improved by taking advantage of geometric principles. Explain exactly how you would improve each product or its container (if you prefer).

Here are some hints:

1. Would your product (or its container) be improved if equilateral triangles were substituted for rectangles? If so, why?

2. Most consumer canned goods come in containers shaped like a cylinder. Would another shape use shelf space in a grocery store more efficiently? What changes in shape might be helpful to consumers?

Science courses can be made relevant to the needs of today. Unfortunately, many adults do not realize the importance of space activities.

Earth Science, Part 1 (1 HSU for both parts)

Through the use of Tiros and Nimbus satellites, meteorologists are getting a better look at our atmosphere. They now have a grandstand seat to view the weather on a global scale as they receive daily data from remote areas as the poles, oceans, and a large section of the southern hemisphere. Although satellites cannot measure temperature, pressure and wind velocity at different altitudes, they do provide photographs of cloud coverage for the entire earth. By studying these photographs, the meteorologist can detect and provide warning for such violent weather as hurricanes, tornadoes, floods, and blizzards. Through world-wide observations, meteorologists can make more accurate short-range forecasts and may eventually improve long-range predictions.

Such satellites as Echo, Telstar and Relay have opened a new era in world-wide communications. Before, messages were sent from one location to another by means of telephone cables and short-wave radio. These systems are limited since the cable cannot carry many different signals at the same time and very short-wave radio waves cannot bend around the earth. A satellite can receive signals from any town on the earth and relay it to another town even though the towns are hidden from each other by curvature of the earth. If a series of satellites were properly spaced in orbit around the earth, telephone conversations as well as radio and television broadcasting could be relayed to any corner of the globe.

Navigation satellites, such as Transit I B, are making air and sea travel safer by providing accurate information as to the exact location of any ship or plane. These satellites orbit the earth at regular intervals and by use of timed signals broadcast their position. Direction-finding equipment uses these signals to locate the exact position of a plane or ship in all kinds of weather and at any time of the day or night.

A few of the products that have evolved from the space-related sciences include:

a. Hydrozene, which is a derivative of a liquid fuel propellant, has been found useful in the treatment of tuberculosis and certain mental illnesses;

b. Pyroceram, (used to protect the nosecone of a space capsule from the extremes of outerspace cold and the heat of reentry) is now being used in the manufacture of kitchenware;

c. Miniaturization, (the construction of functioning minatures of a part or instrument) has produced the transistors which are used in radios, television sets and hearing aids.

d. Solar cells and batteries, which have successfully utilized the energy from the sun to apply power to equipment in satellites, with time may be used as a source of heat and light in homes.

Our chemistry instructor not only prepared a rigorous college-preparatory course in his field but utilized his talents as a science fiction writer. The following two pages are part of a story which appears in lesson 14.

Chemistry, Part 2 (1 HSU for both parts)

Yes, we returned safely from the realm of CELL. Here is the official record of our visit.

What a strange world we visited! Picture, if you will, a large bag held together by a thin membrane and filled with many different particles floating suspended in a viscous fluid. The membrane has openings large enough to allow the passage of water and other molecules in a constant procession, but it is not a sieve. In the center of the cell is a dense sphere where most of the activity takes place.

"Would you mind moving aside?" a voice asked rather testily. We turned to see a rather globular molecule waiting impatiently behind us.

"Who are you?"

"I am a lipid," the molecule replied proudly, "and, if you will kindly let me pass, I shall go inside and be hydrolized."

"OH?" we asked. "How is that done?"

"Follow me and see," the lipid replied as he squeezed through one of the many openings in the membrane.

Our answer was not long in coming. As we drifted into the cell we saw the lipid molecule being vigorously attacked by a number of smaller molecules which proceeded to tear him to pieces.

"Here, stop that!" we protested.

"Just doing our job," replied one of the particles. "We're called the <u>lipase</u> crew and we're assigned the task of converting old lipid here to fatty acids and glycerol so the construction crews can make something useful out of him."

$$\text{Lipid} + H_2O \xrightarrow{\text{lipase}} \text{Fatty Acids} + \text{Glycerol}$$

"Doesn't he mind?" we ask timidly as the enzyme particles proceeded to convert the lipid to a puddle of oil.

"Of course not! That's his <u>job</u>." explained the lipase molecule. "You see he's of no value when he first gets here. We dismantle him and then another crew converts the pieces to a kind of fat the cell can use. The finished product will be stored in these plastids over here until it's needed." He directed our attention to a series of capsules filled with thick yellow oil and suspended in the jelly-like plasma of the cell.

"What is the fat used for?" we asked.

"Energy mostly," the lipase replied. "We use a lot of energy around here. Then too, it might be hooked up with an ammonia molecule to make an amino acid. You never can tell." Lipase stopped a molecule which differed only slightly from himself. "I want you to meet my cousin, carbohydrase. He's in the wrecking business also. How about showing our visitors what you do, Carbo?"

"Glad to," replied carbohydrase. "I'm on my way to pick up a starch chain now. I deal in the big molecules you know, not the little globules that lipase handles."

"Yeah, but my product gives twice the energy yours does," retorted lipase.

"Come on," said carbohydrase, ignoring lipase's parting jibe. "I'll show you what happens to the starch and sugars that people eat."

Table 14-2

Relative Energy Values of Foods

Food	Energy (Kcal/gram)
Carbohydrate	4.0
lipid	9.0
protein	4.0

Carbohydrase lead the way to a long strand of material made up of many small, identical molecules.

"Now this is a starch molecule." said carbohydrase. "My boys will cut it up into glucose molecules. Get at it fellas!"

$$\text{Starch} + H_2O \xrightarrow{\text{carbohydrase}} \text{Glucose}$$

In a short time the starch chain had been reduced to an orderly pile of glucose molecules. We stood amazed.

"Now what happens to it?"

"Some of it will be stored as a new starch called glycogen. The boys down in the liver will do that. The rest of it will go to the furnace and be converted to energy.

As if to prove carbohydrase correct, another group of enzyme molecules started to gather up the glucose molecules and cart them away.

"Those are the oxidative enzymes," explained carbohydrase. "Their job is to convert glucose to carbon dioxide and water in order to supply energy to the cell."

$$C_6H_{12}O_6 + 6\ O_2 = 6\ CO_2 + 6\ H_2O + \text{Energy}$$

Food and Nutrition (½ HSU)

Introduction

Some food for thought:

Is there something about a kitchen that fascinates you? Does food mean more to you than just "something to eat?" Can you see beyond the drudgery of "cleaning up" and feel the satisfaction of creating meals? Do you want to contribute to your own good health and the health of your family? Do you like to give pleasure to others by doing your homemaking tasks well?

Every "yes" answer to the above questions is a good reason for taking this course. You may have additional good reasons of your own.

Anyone can go through the motions, but we're interested in doing the job right. Cooking is both a science (It follows scientific principles.) and an art (It takes some personal skill.). It is also both work (Have you discovered that already?) and fun -- if you know what you're doing.

Although this is a correspondence course, you will be preparing complete meals with real food in a real kitchen. Unless otherwise indicated, you will NOT use prepared mixes. You will be applying what you learn, sampling your own products, serving separate dishes and whole meals to your family or others, preparing reports on your accomplishments, and asking for the criticism of those you serve.

Ideally, you will use the kitchen of your own home. If this is not possible, you will need to "borrow" someone else's kitchen or use school facilities.

If you are the lady of the house (wife and perhaps mother too), you'll have the situation completely under your control. If you're a teenage daughter living at home, perhaps you'll have a little trouble keeping your mother out of the kitchen, but ask her to understand that you need to concentrate on this course just as much as you would on a course in English or any other subject. You'll want to say this in a nice way, of course, because later on you'll serve meals to your family and ask for written comments on your work (and fun).

If you're not living in a family, it's still important to serve the meals and receive the criticism of at least one adult. This is part of your homework.

We seem to have the young wife or the teenage daughter particularly in mind in the planning of this course. But the career girl who lives alone (or with other career girls) and does at least some of her own cooking will find that this course is for her too.

Also, let's not forget about men. It's probably true that most men enjoy good food. They should know something about nutrition values and good dietary habits. Given a little encouragement, many men like to cook. Why shouldn't they? The skill comes in handy at times. Furthermore, the highest paid cooks in the professional world are usually men!

Lesson 7

B. Write a report on a visit to one or more markets offering a wide variety of meats. If possible, visit both a large supermarket and a small store operated by the owner-proprietor. Take a more experienced shopper with you if you can. Learn what you can by looking, but talk to the owner and/or butchers as much as possible. (Plan your visit so it will not be at a time when there are many customers in the store. You will make a good impression if you show interest and appreciation and have a prepared list of specific questions.)

Here are some of the things that you should notice or ask about in each of the stores visited:
-- the variety of fresh meat available.
-- the grades of meat available (how identified by label?)
-- the various cuts on display
-- are the same cuts usually available?
-- will the owner or butcher cut meat to order?
-- how can the butcher help you to select what is best for your needs?
-- what are the advantages and disadvantages of having fresh meat prepackaged?
-- what is the price range for beef from the lowest grade available to the highest?
-- what is the price range for other meats?
-- which meats (beef, lamb, pork, etc.) sell well in your neighborhood?
-- are there other meats which are highly nutritious but which are seldom, if ever, available? Why?
-- is the store essentially a meat market or is most of the floor space devoted to other foods? At which type of store would you prefer to buy meat?
-- do people trade at a particular store because its meat and meat service is particularly good or do they buy some foods there but go elsewhere for meat?
-- do you think that it pays to cultivate a particular butcher?

Other questions will occur to you. Make your report as long as you like as long as you have something to say!

Lesson 12

A. Describe a party which you have attended. Discuss specifically the strengths and weaknesses of the menu and individual dishes, the table decorations, and the hospitality of the host and/or hostess. What changes would you suggest?

B. Describe an outdoor cooking experience. This may be a cook-out which you attended or one at which you were the host or hostess.

C. Submit a Home Experience Record on a new food preparation experience. (required)

D. Submit complete menus for a family for three weeks. Show exact dates and meals (for example, Monday, May 18 - breakfast). This is important because the time of year may influence your choice of food and drink. You may substitute some school lunches (which you plan) for lunch at home. Keep in mind the following pointers.

a. Do not copy any of the menus in the text.

b. Do not repeat a complete menu within the three week period. Obviously you will want to repeat certain dishes (possibly with variations), but only as part of a different menu.

c. Unless there is a strong family tradition in favor of a certain food on a certain day of the week (such as baked beans on Saturday night), don't have the same dish on the same day of the week. If, for example, you plan to use string beans three times in three weeks, don't let your family get the idea that this will happen every Wednesday.

d. Do make alternative suggestions in case of unforeseen circumstances such as unexpected changes in the weather, supply of certain foods temporarily unavailable etc.

e. Do keep in mind what you will do with leftovers besides feeding them to cats and dogs. Can you serve leftovers in another form without displeasing your family?

f. Do keep in mind making your family happy without violating fundamental dietary principles.

g. Do think about costs. You may want to splurge on some meals, but make it up on budget menus somewhere else.

This course won a top national award for excellence. In making the award, the National University Extension Association stated: "The course is highly informative, imaginative, stimulating, and student-oriented. The written assignments require application of what has been learned in reaching conclusions, making comparisons, drawing inferences, and making rational choices."

American History shows why men acted the way they did and how the past has shaped the present; it gives insight into the complexities of America today.

American History, Part 2 (1 HSU for both parts)

ASSIGNMENT 23

McCarthyism and the Post-War World

Study Requirement: Todd and Curti, chapters 40 and 41.

Reading Assignment:

Arnoff: "Shift to Peace," page 467.
"The TV Debates," page 479.
"Marshall's Plan," page 483.
"The Communist Stage Setting," page 488.

"Boys, if you ever pray, pray for me now," said Harry Truman to the reporters when he succeeded to Franklin Roosevelt's unexpired term of office in 1945. The plucky little ex-Senator from Missouri faced a problem-riddled post-war world that would have daunted a far more experienced man. But Truman was never one to duck problems. "The buck ends here," read a sign on his desk.

What to do about a divided Germany? the control of nuclear weapons? the future of the United Nations? the growing power of Soviet Russia? Those were the big headaches. The lesser ones, none the less painful, had to do with demobilizing the armed forces, inflation, and strikes, strikes, strikes.

The road back to peace was a bumpy one; but at least it didn't run downhill. Fears about depression proved groundless. The pent-up demands of millions of Americans, made prosperous by war-industries jobs, created a boom market for consumer goods. But until the munitions plant could be converted into a mattress factory, scarcity prevailed. And with scarcity came soaring prices. Meanwhile Congress, representing an electorate impatient of restraints and shortages, swept away almost all war-time price controls. The result was inflation. And the result of inflation was labor unrest, as the workman demanded his cut in the peacetime pie of plenty.

The demand took the form of a rash of strikes. The strikes resulted in a political reaction, which in turn resulted in a Republican majority in Congress. And the end-product in this chain of cause and effect was the Taft-Hartley Act, which was passed over Truman's veto.

But the swing-back to conservatism was a short-lived one. Americans were unwilling to allow the reforms of the New Deal and liberalizing changes wrought by the war to slip down the drain. Thus in 1948, they reelected Harry Truman president in the greatest upset in American political history. He took the election as a mandate and determined to go the New Deal one better with the Fair Deal. The Fair Deal, however, was in for stormy weather. First, it was buffeted by an obdurate Congress and then it was all but wrecked by Joe McCarthy. McCarthy's nightmarish career was one of the biggest news stories of the early 1950's, but his career only amounts to a short shameful footnote in the history of the nation.

Republican McCarthy, junior senator from Wisconsin and practically unknown, was looking for a sure-fire cause to bring himself into the public eye. He systematically chose Communism as the issue most likely to succeed. America was ripe once again for another Red Scare.

As Henry Steele Commager, Pulitzer-prize-winning historian and Professor at Amherst College, described him, McCarthy was "a finished demagogue--brutal, unscrupulous, cunning and adroit." His method? "Wild charges, fake evidence, innuendoes," reported a Subcommittee of the Senate Foreign Relations Committee which investigated the McCarthy charges, "the most nefarious campaign of truths and half-truths in the history of the republic."

McCarthy made his first splash by alleging in a speech that he held in his hand the names of 205 "card-carrying Communists in the State Department." He never produced a single name. Senatorial immunity allowed him to speak without legal penalty. His smears and slanders grew outrageous; he even accused Eisenhower and General George Marshall (then Secretary of Defense) of being Communist sympathizers. He launched broadsides against ambassadors, editors, distinguished professors and public servants, and even fellow-senators of the highest integrity.

Even though his charges were largely unfounded and almost totally unproved, his activities weakened the Democratic party and contributed to its defeat at the polls in the presidential election of 1952. But the presence of Eisenhower in the White House and the influx of Republicans to Congress failed to deter the senator. As Chairman of the Senate Committee on Government Operations and as Chairman of the Permanent Subcommittee on Investigations, he stepped up his campaign. He charged "appalling infiltration" and "subversion" in the State Department's overseas information program; he attacked Eisenhower's new Ambassador to Russia because he had been present at Yalta; he charged that the Army Signal Corps at Fort Monmouth was riddled with subversion; and finally he tangled with Robert Stevens, Secretary of the Army, over a trivial matter of an honorable discharge for an Army dentist whom he had revealed as a Communist sympathizer.

Guidance Counselors' Manual

Black History: Protest and Achievement (1/2 HSU)

Unit II Achievement: A Survey of What Blacks Have Accomplished

Margaret Walker, whose poetry For My People and whose novel Jubilee are well-known, has written in Many Shades of Black:

> The Negro has a great spiritual role to play in America. He has already evidenced that role in his folk contribution to the literature, music, and religious life of America. Negroes helped to build America, and a full knowledge of Negro history reveals that all American life has been influenced by them.

Now that authors and publishers have made available countless books on Black history, Black philosophy, and Black contributions to our culture, we are able to realize how much the Black population has done to help build the America in which we live.

In the section on Protest, we saw what was accomplished through speech-making, political, and religious action. Having looked at that side of Black experience in America, we now turn to Black achievement. You will soon realize (if you don't already) that the achievements of Negroes have been many and varied. These achievements have frequently been described by the Blacks themselves. In reporting a cross-section of Black achievement we will rely to a large extent on two books: The Negro in the Making of America by Benjamin Quarles and The Negro in American Culture by Margaret Just Butcher.

Two books and six lessons cannot give an adequate treatment of all the positive contributions of Blacks, but we will attempt to cover the highlights in the following diversified fields:

The Arts, including

- Music and Dance
  - African Origins
  - Early Slave Songs
  - Spirituals
  - Early Jazz
  - Rock
  - Operatic and Concert Work
- Literature
  - Novels
  - Biography and Autobiography
  - Poetry
  - Drama, TV, Film
  - Newspapers and Periodicals
- Painting, Sculpture, Photography

Science and Invention: Medicine

Sports

Religion

Education

Politics, including

General historical background
Elected Officials
Government Posts
Legal Posts
Armed Forces

* * * * * * * * * * *

Lesson 9

5. Describe a recent play or TV show by a Negro playwright.
   (a) Did the play or TV show have a Black point of view or was it universal in its appeal?
   (b) Why did you feel, or not feel, that the play or show was written by a Black?

9. Choose a full-page advertisement in a magazine such as Time or Newsweek. If you are White, look at this advertisement as a Black might look at it. Are there pictures or phrases which might disturb a sensitive Black? Discuss. (Example: A hosiery advertisement speaks of "flesh-colored stockings." Whose flesh does the advertiser have in mind?)

Lesson 11

1. "The role of the Negro church, like that of its pastor, did not stop with the Sunday service." What evidence can you find to support this statement? Go to sources other than your text for further help.

6. Suppose you were a prominent churchman in the South prior to 1860. How would you defend slavery in the light of your Christian beliefs?

7. (a) Present the chief arguments pro and con busing to end segregation in the schools.
   (b) Which viewpoint do you support and why?

Lesson 2

Text: Chapter 4 The organization of business enterprise
Chapter 5 Production in the American economy

Note in Chapter 4 the various forms of business organizations and the advantages and disadvantages of each form.

Notice that in economics the term "business" means any organized activity that contributes to satisfying the wants for economic goods and services. Business must "fulfill the needs and wants of people for economic goods and services in a manner that is most pleasing and satisfying to the consumer and at a price which they consider to be fair and reasonable."

Any business which does that adequately should, of course, make a profit. A business which tries to make a profit without satisfying the needs and wants will, sooner or later, be "caught in the act" and fail. Meanwhile, of course, some consumers get hurt.

"The life of the typical business firm is relatively short; only one out of five survives ten years. Competition eliminates the less efficient." This statement is theoretically correct, but it is not completely correct in fact. It is the answer which is true in a laboratory situation.

Why does the inefficient enterprise survive? Sometimes it is protected by legislation. Quality shoes can be imported and sold at relatively low prices. Legislation is passed to restrict the import of shoes, thus enabling high cost shoes to be sold profitably. This prevents unemployment in the American shoe industry, but it means that consumers get less value for their dollar. If they could purchase the imported shoes they would have money left over to buy other products, thus satisfying more wants per dollar and stimulating business in other areas as well.

Sometimes an inefficient enterprise survives because it provides a wanted service not offered by the efficient enterprise. An example is the "Ma & Pa" grocery store. Its prices are higher than chain stores and its stock is limited, but Ma & Pa are personally interested in their customers and remain open Sundays, holidays and half the night to offer service. Besides they are often nearby -- in a residential area instead of downtown. (Incidentally, independents are getting more like chains -- trying to improve efficiency by mass purchasing, for example -- and chains are getting more like independents -- adding the personal touch, providing mini-markets etc.)

Which comes first -- production or demand? In economics when we talk of demand we really mean effective demand. You may desire a new car very badly, but unless you have the money and/or the credit to buy it, your want does not cause economic activity.

Which comes first -- production or demand? That is not an easy question to answer. Often people do not realize that they want a product until they use it for a while. On the other hand, producers are not going to produce new products unless they feel that a demand exists, i.e. the product will satisfy a want and consumers are able and willing to pay for it.

A successful business discovers how much demand exists, and what unsatisfied wants consumers have. It then provides a suitable product or service and explains to potential customers how that product or service satisfies the existing want. As you might expect, advertising and salesmanship are required to accomplish this end.

Historically, many products which we now accept were originally rejected by consumers. Only vigorous advertising and salesmanship brought about the sale of bath tubs. Consumers did not rush to accept this new product when it first became available. Likewise, it was a brave man who was the first to purchase an automobile in his community. Of course the vehicle was not perfected, but it did offer faster transportation. Nevertheless, the early motorist was laughed at and taunted with cries such as, "Get a horse."

Economics is closely related to psychology. Psychologists realize that people do not really want the product itself. They want the benefits which a product will provide. The seller must convince prospective buyers that:

(a) the prospect has a need which is not being satisfied, i.e. you have a problem.
(b) the seller's product or service will satisfy the need better than anything else, i.e. our product will help solve your problem.

Of what use is an automobile? It provides certain benefits -- clean, efficient, fast, comfortable and convenient transportation. Other benefits may be less obvious. A new car, for example, gives the owner a sense of pride, achievement, power, it enables him to be the kind of family man he would like to be! Advertising and salesmen stress these benefits. Facts about the bore and stroke, the compression ratio etc. seldom sell an automobile!

* * * * * * * * * * *

Review lesson. (The following questions are part of the homework for the last lesson in the course.)

2. In what ways are human economic activity and the activities in an ant hill similar? Comment as fully as you can.

3. In what respects is the operation of a telephone switchboard similar to the operation of our marketing system? Comment as fully as you can.

4. (a) If you were alone on a desert island, what economic activities would you be likely to engage in?

(b) Suppose your desert island were inhabited by some 30 adults. (You were all shipwrecked together.) You are all able and willing to work. What economic activities would the community be likely to undertake? (Hint: Would you need money?) Discuss (a) and (b) as fully as you can.

9. Three men in Your Town (they don't know each other) took the following actions recently: Smallwood purchased a new pickup truck for use in his plumbing business. Druthers deposited $50 in his savings bank account. Williamson reluctantly paid his real estate taxes, noting that half of the tax went to schools. (He has no children.) What possible relationship is there between these independent acts?

12. Government sometimes acts in inconsistent ways. The Surgeon General has found that smoking is injurious to health and may even cause death. On the other hand, government encourages the growing of tobacco by subsidizing the growers. How might the government help the growers without encouraging, directly or indirectly, the use of cigarettes?

17. Write a brief sketch about a young couple facing life in a world in which all advertising is prohibited. This should be a very exciting and imaginative narrative. Let yourself go!

20. Suppose that you are recently engaged to be married. You and your prospective spouse realize that you should do some financial planning before marriage. (a) What financial plans might you make regarding the wedding itself, the honeymoon, and furnishing a small apartment? (b) What sacrifices would you and your prospective spouse make prior to marriage?

21. An insurance company will insure your house for you, but it won't let you insure the house next door which is owned by your neighbor. Why?

24. Home ownership has both advantages and disadvantages. Some people will be happy as home owners, others will not.
(a) Describe in detail the kind of person who should be a homeowner.
(b) Describe in detail the kind of person who should <u>not</u> be a homeowner.

Appendix

Articles prepared for professional publications

Why Correspondence Courses? - Article prepared for Massachusetts Association of School Committees Newsletter.

Correspondence Courses - A Proven Supplement to High School Class Courses - Article prepared for Massachusetts Association of School Superintendents Inc. Newsletter.

The Varied Needs for Correspondence Courses - Article prepared for Secondary School Principals' Association Bugle.

Article prepared for Massachusetts Association of School Committees Newsletter

Why Correspondence Courses?

Correspondence courses are being used more and more by high school students and adults. Nearly 150 high schools are using courses offered by the Massachusetts Department of Education. Can you answer the questions most frequently asked about these state correspondence courses?

1. If a high school already has a comprehensive curriculum, why is there any need for state correspondence courses?

Contrary to what you might expect, the larger schools with the greater variety of classes use correspondence courses more than small high schools. Guidance directors recognize needs such as these: routine schedule conflicts; student wants an extra subject but not an extra class each day; student must repeat a subject, but can nevertheless move ahead with his class; the extra bright student who wants independent study; the homebound student; the repentant dropout.

2. Can a student learn by correspondence as well as he can in class?

Yes, just as well and sometimes better. Many scientific experiments have shown that, as measured by final examinations, there is no significant difference between the effectiveness of class courses and correspondence courses as such. For any given student, the correspondence course may be more effective because the student does more work than he would have done in class. If he participates at all (sends in his lessons), he participates 100%; he doesn't sit back quietly in class while other people recite. He also has the benefit of a close faculty-student relationship as the teacher writes personalized teaching comments on the homework papers.

3. Isn't a correspondence course a second choice for those who can't attend a particular class?

Definitely not! We have three national awards for course excellence. We have also sold the reproduction rights to certain study guides to four major state universities. Our faculty is carefully selected from the better public and private schools in the Greater Boston area. That's quality!

In a correspondence course the emphasis is on learning rather than on teaching. Students are motivated to learn. Their new independence (as compared with the classroom situation) often encourages them to participate more fully than in class. This is especially true of the shy person, the one who must go at his own pace, and the individual with ideas which may be scorned by fellow students. Teacher-student conflicts may be avoided in some cases. Independent study is also particularly helpful to the student who plans to go to college.

4. But do students usually complete a correspondence course?

That depends. If they like the course, find it worthwhile, and need the high school credit, they'll probably finish. If a school provides supervised study opportunities, the student is even more likely to finish. The dropouts are usually capable of finishing, but lack stick-to-it-iveness. The "excuses" sound good, but those who finish have the same problems (too busy with other courses, outside job, home responsibilities, illness etc.).

5. Can you really expect a student who has failed in class to succeed on his own in a correspondence course?

Give him a chance. Often he does succeed, but it is not because the course is easier. Some of the reasons for his success are given in the answer to question 3.

6. What's a study guide like? Is it some sort of course outline?

No, the study guide represents the living teacher. It is a substantial teaching document -- perhaps 75 to 100 pages per semester. It presents the gist of what a teacher would say in class if there were a class...Each lesson in the study guide consists of (a) a study requirement in one or more texts, (b) a commentary on the lesson, and (c) the homework questions to be submitted for the instructor's comments and/or corrections. The commentary may summarize or restate the text, raise questions about material in the text, present new material or expand on material in the text. Homework questions are often of the imaginative, thought-provoking, or problem-solving type; it is not possible to succeed merely by looking up answers in the book.

7. What high school courses are available by correspondence?

Right now, there are 40 different subjects or enough for a complete 4-year sequence for both the college preparatory and the general student plus a few electives. Naturally, a student enrolled in a local high school takes most of his courses in class. He may include (with the permission of his guidance counselor) one or two correspondence courses, but it is not unusual for a student to count as many as six courses toward the 16 units required for graduation.

8. What does it cost?

Not very much. Sometimes the parents pay the tuition and the cost of books. In other instances the school pays. Tuition is approximately $1.35 per lesson for courses which have 20 or 24 lessons. You don't need to hire another teacher to add more courses! You don't need more classroom space!

9. Where do we get more information?

Correspondence Instruction, Bureau of Adult Services, Massachusetts Department of Education, 182 Tremont Street, Boston, MA 02111. Telephone (617) 727-5784.

Robert B. Wentworth
Senior Supervisor
Correspondence Instruction

Article prepared for Massachusetts Association of School Superintendents Inc. Newsletter.

Correspondence Courses - A Proven Supplement To High School Class Courses

Alternatives to the conventional classroom are very much in vogue today, as you well know. Some of these alternatives are new, refreshing and highly rewarding. Others have proved their worth over the years.

Correspondence courses have been available from the Massachusetts Department of Education for more than 50 years. These courses supplement but do not replace regular high school offerings. Currently the department's Bureau of Adult Services offers 40 quality high school credit courses as well as 17 non-credit subjects. (Some of the latter could be used as independent study credit in such unusual areas as Practical Politics and The Facts of Death.)

If you've never evaluated correspondence courses before, you might well wonder if learning by correspondence is academically comparable to classroom learning. The answer is, "yes, it certainly is." Many controlled experiments over a period of years have shown that the results, as measured by final examinations, are so close that there is no significant difference between the effectiveness of correspondence courses and class courses as such. Both methods of learning are highly effective. For any given student, however, the correspondence course may be much more effective because the correspondence student often does much more work than he would have done in class. If he participates at all (sends in his lessons), he participates 100%; he doesn't sit back quietly in class while other people recite.

Our study guides are substantial teaching documents - concisely-written, closely-typed manuals which often run 75 to 100 pages a semester. Real teaching takes place here. The guide may summarize and restate the main points of the text, it may challenge the views of the textbook author, it may offer new information or ask thought-provoking questions. The homework questions - an essential part of every correspondence course - are often challenging too!

Our 40 high school subjects (½ HSU or 1 HSU and suitable for teen-age students or adults who may be former dropouts) are the usual courses offered in the college preparatory and general sequences, grades 9 through 12. What is unusual is the content. Our American History (college preparatory) won a national award; the course was cited for being "highly informative, imaginative, stimulating, and student-oriented. The written assignments require application of what has been learned in reaching conclusions, making comparisons, drawing inferences, and making rational choices." We have also won two other national awards for the excellence of our program; furthermore, four large state universities have purchased the reproduction rights to certain study guides. This is quality!

How does a correspondence course challenge a reluctant student? Some students do need constant supervision (and this can be provided in a study hall), but others will respond because they are now on their own, doing their own thing, not working for a disliked teacher. There is a confidential teacher-student relationship which is encouraging. Our teachers write teaching comments on the homework. At the end of the course, teacher and student often feel as if they know each other.

The course itself often challenges the reluctant student. Take English XII General, for example. The first lesson is devoted to a novel completely in cartoon form "without words or music." In other lessons three works deal with social problems in exciting, dramatic ways - Raisin in the Sun (Blacks), Light in the Forest (Indians), and Inherit the Wind (academic freedom). Some of the student responses may be in cartoon form (we've had some excellent results). One lesson is devoted entirely to reacting to sounds! Students are encouraged to evaluate several television programs critically. English XII General also includes some very specific and detailed advice on job-getting.

A high school with a comprehensive quality curriculum does need correspondence courses. Nearly 150 Massachusetts high schools (including some of the larger ones) have discovered that fact already.

Here are some examples of typical needs:

-- routine schedule conflicts

-- the student who wants a discontinued subject

-- the student who wants an extra subject without the burden of the extra class every day

-- the student who must repeat a subject, but who can nevertheless move ahead with his class

-- the extra-bright student who wants independent study

-- the homebound student or one who has been absent much of the term

-- the repentant dropout

Is your system using correspondence courses? If not, why not discuss this alternative with the high school principal and the guidance director? Or, simply initial this page and pass it on through channels! For more information write or phone (727-5784) Robert B. Wentworth, Senior Supervisor, Bureau of Adult Services, 182 Tremont Street, Boston, Massachusetts 02111.

Correspondence Courses Approved for use by high school students. (initials)

Article prepared for Massachusetts Secondary School Principal's Association Bugle

The Varied Needs for Correspondence Courses

Does a high school with a comprehensive, quality curriculum have any need for correspondence courses? Nearly 150 Massachusetts high schools (including some of the larger ones) have found that a school does need such courses.

Most of your students fit nicely into the course schedule. But what about the few who don't? There may be routine schedule conflicts; there may also be a student or two who wants a discontinued subject.

The Massachusetts Department of Education has a correspondence instruction program which includes 40 high school subjects -- enough for a complete 4 years in both the college preparatory and the general sequences plus a few electives. In existence over 50 years, correspondence instruction in this state has, in recent years, won several national awards. Furthermore, reproduction rights to certain courses have been sold to four major state universities.

There is an abundance of research evidence which shows that students learn as well by correspondence as they do in the classroom. Furthermore, we know that a correspondence student, if he participates at all, often does much more work than he would do in class. (Students admit this.) This is especially true of the self-conscious student who doesn't like to answer questions in class. He may prefer to compete only with himself, not with others.

These are the more obvious needs for correspondence courses. Guidance counselors have found many others. Here are some:

-- The student who wants a fifth subject without a fifth class every day. In a correspondence course he is in a "class by himself" which meets at his convenience.

-- The problem lad who failed English XI. Wouldn't he be better off with an entirely different English XI which he could study at his own pace? (Miss Jones is a great teacher, but somehow she and TJ just don't get along with each other.)

-- The extra bright student who wants something challenging and innovative to do on his/her own.

-- The homebound student. This student no doubt could "make arrangements" with each class teacher, but class courses aren't set up to operate that way. Correspondence courses offer a complete package with plenty of teaching help.

-- The repentant dropout. Perhaps he could start the senior year with his classmates, meanwhile doing the second semester of the junior year by correspondence.

-- The student who may be "on the road" with his family for a year at a time.

Where are these high school credit correspondence courses? At the Bureau of Adult Services, 182 Tremont Street, Boston, MA 02111. (Telephone (617) 727-5784). We'd like to hear from you or your guidance counselors.

Robert B. Wentworth